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ABSTRACT

In this survey-based study, an attempt was made to trace changes in the characteristics of newly-employed, full-time faculty in public California community colleges over a seven-year period. Demographic data, including age, sex, residence, highest degree held, and most recent professional experience of new faculty were collected from all public and private community colleges in California. Selected Deans of Instruction were subsequently asked to give their interpretations of the implications of these characteristics. Results of the survey indicated an increase in the number of new faculty holding doctoral degrees, although fewer new faculty were coming directly from graduate school, and an increase in the number of new faculty with less than master's degrees, due to changing student demands for instructors drawn from the real world of work. An increase in the number of women being selected for employment indicates the growing success of affirmative action programs. The average age of new faculty showed a decrease. This study produced evidence of needs for increased funding for pre-service and staff development programs, higher faculty salaries, and increased funding for facilities in order to meet changing student demands for curricula and availability of classes. Survey instruments and a bibliography are appended. (JDS)

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Changing Characteristics of Newly Employed Faculty in California Community Colleges as Perceived by Deans of Instruction

By

Tom Spencer Phair

A.B. (University of California, Los Angeles) 1940
M.A. (University of California) 1965

DISSERTATION

Submitted in partial satisfaction of the requirements for the degree of

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JC 760 446

CHANGING CHARACTERISTICS OF NEWLY EMPLOYED FACULTY IN CALIFORNIA COMMUNITY COLLEGES AS PERCEIVED BY DEANS OF INSTRUCTION

by Tom Spencer Phair

ABSTRACT

This is a survey-based study dealing with the perceived reasons for and implications of the changing characteristics of newly employed faculty in California community colleges as seen by selected Deans of Instruction at fifteen California community colleges.

The study attempts to trace changes in the characteristics of newly employed full-time faculty in public community colleges in California over a seven-year period. An interpretation of the meaning of these changes is then sought by surveying a group of Deans of Instruction and asking for their perceptions of the reasons for these changing characteristics.

The study attempts to explore the implications of these perceptions as they pertain to curriculum, professional staff development, staffing procedures, finance, campus and district planning, and student personnel services.

The study is based on the premise that detailed knowledge of staffing patterns and general trends

concerning selected characteristics of new community college faculty is essential to the entire system as it attempts to carry out its own concept of excellence. The long-range purpose is to provide survey information pertaining to the actual characteristics of new faculty in selected California community colleges, and to compile data from which to make interpretations concerning implications for the future.

Data were collected under the sponsorship of the California Junior College Association over a seven-year period from all public and private community colleges in California. The demographic data included age, sex, race, residence, highest degree held, and most recent professional experience. A selection was made of those characteristics which displayed the greatest percentage of change over the seven years.

The survey instrument consisted of a questionnaire designed to obtain responses which would explain specific changing trends in the characteristics of new faculty. The concluding section of the questionnaire was devoted to seeking the implications of the perceived answers given by fifteen selected college officials.

The analytical problem for this research was to ascertain whether there was consensus in the expressed perceptions of the Deans interviewed, and whether there were differences in the intergroup responses; also to determine which areas of response yielded the most congruence between the college officials' responses, and which yielded the least. These multiple objectives were based upon the two elements of measurement: central tendency and variability of distribution.

Considerable variance existed among responses given by the individual college officials. Where there was agreement on a number of choices, the selected answers were plotted for graphic presentation.

The survey shows that there has been an increase in the number of new faculty holding doctoral degrees. The main reason would seem to be that competition is so keen at four-year colleges for faculty appointments that more persons with a doctoral degree are seeking and obtaining positions at community colleges. The implications of this trend might indicate the need for increased budget for salaries, effective staff development programs, and a wider acceptance of the Doctor of Arts in Teaching.

Deans selected more faculty with less than a Master's degree because of changing student demands for classes taught by faculty drawn from the real world of work. This trend could lower the academic level of preparation for a total faculty over a period of time.

There were fewer high school trained and experienced teachers employed because of a sufficient supply of community college instructors. This implies the need for staff development programs emphasizing student characteristics.

Fewer new faculty are coming direct from graduate school because they lack necessary experience. This implies the need for pre-service training.

The increase in new faculty with non-teaching experience seemed to indicate a desire to employ local persons and rely on in-service programs to help them adjust to the community college setting.

The increase in numbers of women selected was seen as an indication of an increasingly successful affirmative action program.

The lowering of the average age of new faculty was attributed to the preference for the young, who seem to be more personable and capable than their older associates.

The study produces evidence of needs for increased funding for pre-service and staff development programs, higher faculty salaries, and increased funding for facilities. These are needed to meet the changing student demands for curriculums and availability of classes.

To

Marjorie

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T.S.P.

University of California
Berkeley
May, 1975

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CHAPTER I

INTRODUCTION

The Problem

Community colleges have evolved considerably from their origin as "junior colleges" which tended to concentrate on general education and transfer courses; they now have multiple goals. They have become "the people's college," "democracy's college," and "college for survival," offering diverse programs in career education, transfer, counseling, extended-day, and community services. (The terms "junior college" and "community college" are used interchangeably in this study.)

Diversity has become the contemporary theme and presents a unique set of challenges for the community colleges in the 1970s. These institutions portend to meet the major educational needs of adult society. Their leaders and much of the public have come to believe that the community college can succeed in ways and places where other educational institutions have failed. Many supporters of the community college movement have strong feelings that it is the instrument best suited to meet the post-secondary needs of the community. It will succeed, however, only if it receives public support and financing and will be effective in meeting its goals only if it can engage a staff which is responsive to and flexible enough to meet diverse needs and interests of its students.

The growth of community colleges during the past two decades parallels in several ways the development of the land grant colleges after the Civil War. Those four-year colleges opened higher education to a whole new group of society which wanted to apply science and knowledge to specific problems in agriculture, mining, and the military sciences. In many ways, the land grant colleges were an answer to or a means around the exclusiveness and restrictiveness of the traditional liberal arts colleges and universities with their narrower definition of higher education. Since World War II, colleges and universities have faced rising enrollments and, at present, diminishing financial resources. They have become increasingly selective in admissions. In contrast, the community college by being inclusive rather than exclusive has provided college opportunity for many eligible applicants as well as for those who were closed out by the admissions policies of other higher education institutions. In addition, two-year or even shorter programs have been developed to meet the growing need for paraprofessional, vocational-technical, and occupation specialists in the complex technical society of today. Groups of students new to higher education have been actively recruited. In this manner, the community college function and development have been similar to that of the land grant colleges.

Jencks and Riesman conclude that the community college movement "is not primarily an alternative model for other colleges or an alternative path to the top for individuals, but rather a safety valve releasing pressures that might otherwise disrupt the dominant system."[1] There is truth in this allegation, particularly when directed at those community colleges which have allowed the transfer function to dominate the curriculum. There is, however, a key element in the philosophy of the community college which does set it apart from the rest of higher education and makes it an alternative model.

The community college's claim of uniqueness can rest in part upon its attempt to provide programs and curriculum designed to include the broadest possible student population. This inclusive philosophy stands in marked contrast to that of the elite four-year institutions which have relied upon exclusiveness to "operationalize" their concept of excellence.

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[1] Christopher Jencks and David Riesman, The Academic Revolution (New York: Doubleday and Co., 1968), p. 492.

The community college, in contrast, has attempted to redefine excellence as a quality of the teaching function and has asked the faculty to excel in teaching. Competence in standard subject-matter areas is not enough, however, to ensure acceptance into the ranks of faculty in today's comprehensive community colleges.

For the majority of its students, the community college constitutes the end of formal education, except for a possible refresher course or enrichment class. This group presents an exceptional challenge to instructors because of the need to do so much in so little time. Because many students arrive with deficiencies, instructors must spend time in developmental courses in verbal and quantitative skills.

The major claim by community colleges is, therefore, that they are "teaching" institutions characterized by the quality of their instruction. The implication is that community college faculty are interested primarily in helping the student to learn.

The decade of the 1960s was the Decade of Quantity for the American community-junior college in all respects: students, staff, and facilities. The decade of the 1970s must be a Decade of Quality. The quality of education in the community-junior college depends primarily, as already indicated, on the quality of the staff. Community colleges can enroll increasing numbers of students; they can develop a variety of educational programs; they can house these students and programs in attractive modern facilities; but all these will avail little if their staffs are not highly competent and well-prepared for the unique tasks assigned them in this new venture.

Staffing, therefore, is a dynamic, not a static, procedure. As student programs change, staffing needs also change to meet the challenging needs of students in the present and the future. The instructor of tomorrow in the community colleges must have very different characteristics from those who taught in the 1960s.

Purpose of the Study

In the present study an attempt was made to:

1. Trace changes in the characteristics of newly employed full-time faculty in public community colleges in California over a seven-year period;
2. Interpret the meaning of these changes by surveying a group of Deans of Instruction and seeking their perceptions as to the reasons for these changing characteristics. It is the intent to explore implications of these perceptions as they pertain to:

a. Curriculum

b. Professional staff development

c. Staffing procedures

d. Finance

e. Campus and district planning

f. Student personnel services

The study was based on the premise that detailed knowledge of staffing patterns and general trends concerning selected characteristics of new community college faculty is essential to the entire system as it attempts to carry out its own concept of excellence. The long-range purpose was to provide survey information pertaining to the actual characteristics of new faculty in selected California community colleges, and to compile data from which to make interpretations concerning implications for the future.

Recent legislation in California eliminated the luxury of depending upon pre-service training and state certification to validate the quality of the staff. The Alquist bill (SB 122, 1969) removed almost all credential requirements for persons with a Master's degree. In addition, the Rodda bill (SB 696, 1969) enabled the selecting system to correct for its mistakes at the end of the first year by dismissing a probational employee "without cause."[2]

Also, the Board of Governors of the California Community Colleges encouraged college presidents to adopt "higher standards for the persons whom they will employ." The districts are specifically encouraged to hire the best qualified and most capable persons they can find to serve in their community colleges (§52002).

It is anticipated that a better understanding of the characteristics of newly hired full-time faculty will contribute significantly to the staffing process. The burden is on those involved in the selection process to respond to their expanded responsibilities and to make initial selections that will be appropriate to the mission of the institution.

Procedure

The study relied upon information collected in two ways: (1) Through the use of a study of the characteristics of newly hired full-time faculty. The data were obtained from all the public and private community colleges in California for the academic years 1967 through 1973. The data cover subject fields, residence, highest academic degree held, and prior experience for all the years; and age, sex, and ethnic composition for the new faculty hired in 1972 and 1973. (2) From questionnaires and structured interviews with Deans of Instruction and other knowledgeable campus personnel selected from a stratified sample of fifteen public community colleges within Northern California. The techniques used in the selection of the sample made it possible to make some generalizations on a statewide basis for the public community colleges as to the reasons for the constantly changing staffing patterns and the implications for the future.

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[2] California Education Code §13400 provides that a local board of trustees at the end of the first year of a new teacher's work may elect to: "3. not re-hire teacher, in which case, no hearing is available. However, before this action the board must: a) have before it the most recent evaluation b) have a recommendation from the college President and the Superintendent c) inform the teacher of its reasons d) take action at a regular meeting of the board."

The following research questions were based upon what had been learned about the characteristics of faculty included in the study, and attempt to determine that which is unknown, i.e., the reasons for change and the implications of such change:

1. What are the characteristics of newly employed full-time faculty in the California community colleges for the academic years 1967 through 1973, and have there been any changes in these characteristics as a result of changed staffing trends and patterns?

2. What are the perceptions of certain Deans of Instruction in a stratified sample of fifteen public community colleges within Northern California as to the reasons for changing characteristics of new faculty over a seven-year period and the implications for future planning?

CHAPTER II

BACKGROUND AND REVIEW OF LITERATURE

Background

Since excellence for community colleges has been defined in terms of the teaching function, the importance of the instructor in the community colleges becomes of paramount importance. Community colleges have sought to accomplish this primary function through the development of superior teaching. Over the past decade in pacesetter states like California, the community college system has come close to meeting its goal of teaching all who enter the "open door."

Recent information pertaining to growth and enrollment patterns indicates that a number of significant changes are taking place in the community colleges of California.[1] These may be delineated in the following ways:

1. Full-time enrollments of inner-city community college students in California are declining.

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[1] Tom S. Phair, "Staffing Patterns in California Community Colleges. A 1973 Overview," Seventh annual report, California Junior College Association, Sacramento, California, January 1974. (Mimeographed.) See Appendix A.

Full-time students in rural community colleges are leveling off, and a no-growth level is being reached. Only a few counties in California show a growth in full-time students in their suburban colleges. All colleges, however, show a marked growth in number of part-time students. No longer is the watchword "more of everything"--students, faculty, programs, and classrooms.

2. Community colleges reflect the changing goals expressed by students. These goals in turn reflect changing societal expectations for education. The challenge to the "Colleges for Survival"[2] reveal the declining interest of students in the liberal arts and an ever increasing demand for paraprofessional and vocational-technical programs.

This changing focus can be better explained on the campuses of California community colleges in terms of who is hired to staff the teaching ranks. The characteristics of newly employed full-time faculty, therefore, assumes considerable importance in assessing the changing goals.

If the quality of teaching is to remain high, the characteristics of newly hired full-time faculty must be controlled. This can be done by: (1) recruitment, including pre-service requirements; and (2) recognition of the dearth of pre-service requirements which should include staff development that would start as soon as the new faculty member has been selected. Recently there has been much discussion about staff development and the need of a professionally informed faculty. In Teachers for Tomorrow Terry O'Banion[3] assembles a survey of the arguments calling for staff development and outlines the various programs under way. He feels that the 1970s must become the "Decade of Quality" as against the 1960s being a "Decade of Quantity." If this is to be achieved it will be necessary to conduct a massive effort in the area of staff development. This effort should include support from the federal government, community colleges, and four-year and graduate institutions. It could include appropriate funding, leadership, and curriculum models.

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[2] Charles C. Collins, "General Education at Los Medanos College: A Curriculum Model" (unpublished paper, University of California, Berkeley, 1972), p. 3.

The present study relates to achieving quality by means of recruitment. That is, who is actually hired, and why? These issues can be broken down into questions such as:

1. What do we know about the characteristics of faculty presently employed?

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[3] Terry O'Banion, Teachers for Tomorrow (Tucson: University of Arizona Press, 1972), pp. v, vi.

2. What do we know about the characteristics of faculty who have been newly employed?
3. What should be the characteristics and background of faculty in terms of their ability to help fulfill the goals of community colleges in the future?

Review of the Literature

What are the characteristics of community college instructors which can help to define the kind of person to whom efforts and recruitment should be directed? Thornton[4] pointed out that present practice does not always indicate an adequate standard. A description of employed instructors in the past presents a helpful point of departure for a discussion of training and recruitment programs. Data are available regarding the extent of academic preparation of community college faculty members as well as some aspects of their attitudes and previous experience.

Some studies dating back as far as 1918 relate to the characteristics of junior college faculty. Kelley and Connolly[5] listed the distribution of degrees held by faculty members included in eleven studies. They concluded that about 9% of community college teachers have attained the doctorate; 75%, the Master's degree; and about 16%, less than a Master's degree.

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[4] James W. Thornton, Jr., The Community Junior College (3rd ed.; New York: John Wiley and Sons, 1972), p. 135.

In 1925 Koos surveyed junior college faculty and reported that the number of faculty holding a baccalaureate degree and a Master's degree were about equal. Comparatively equal were those at either extreme who did not have a degree and those who held the earned doctorate. Approximately 2-3% did not have a degree, or held the doctorate. He also drew comparisons with other school teachers K-12. In 1941 Koos gathered information on 1,458 teachers in forty-eight local public junior colleges in California, and in eight states in the Middle West and the South. He found 6.3% with doctorates, 63.6% with a Master's degree, 26.8% with a baccalaureate, and 3.3% with no formal academic degree.[6]

No specific study of the characteristics of community college faculty in California was done prior to the 1950s. Fresno Junior College, the first

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[5] M. Frances Kelley and John Connolly, Orientation for Faculty in Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1970), p. 5.

[6] Leonard V. Koos, "Junior College Teachers: Degrees and Graduate Residence," Junior College Journal, XVIII (October, 1947), 77-89.

California junior college to be formed, opened its doors in 1910 with three instructors and twenty students. The common practice was to form a junior college as a part of the unified school system K-14 and attach it to the secondary structure. A high school principal frequently was the president of the college; staffing was done primarily from the ranks of the high school teachers teaching post-secondary classes in their own high school in the evening hours for additional pay. The characteristics, therefore, of the junior college faculty were essentially those of all secondary teachers and did not call for separate inquiry and research.

In California, it was not until the 1950s, following the explosive expansion of junior colleges, that considerable interest and pressure for data concerning the characteristics of the faculty were expressed.

Oscar Edinger, a college president, in 1958 collected and examined replies from fifty-six public junior colleges in California for the academic year 1957-58. A page of that report is in Appendix B. He reported 6.3% with a doctorate; 65% with a master's degree, and 28.7% with a baccalaureate or less. Additional dimensions were given to the report with data on the geographical source of new faculty (84.2% in-state resident; and 15.8% out-of-state). Those new to teaching represented 22.4%, and those who had been in a teaching position the prior year, 77.6%. Also reported was the percentage with teaching versus non-teaching experience prior to appointment. This proved to be heavily weighted in favor of the teacher with experience at the high school level.[7]

In a 1957 study of a stratified sample of fifty-seven community colleges throughout the country, Medsker made the following generalizations:

1. The community college staff is composed primarily of those in the 31-50 year old age bracket.
2. The master's is the highest degree held by most members of the staff.
3. Community college faculty are recruited from a wide variety of sources.
4. A high proportion of community college faculty members are new to their institutions.
5. Only a minority of community college staff members were oriented to the institutions by reasons of having once been students in such institutions or having completed a course or courses dealing with community colleges.
6. No specific data are readily available, but a general impression exists that relatively few junior college faculty members are from minority ethnic groups and that the social class background of many white staff members makes it difficult for them to relate to students from various ethnic groups.[8]

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[7] Oscar Edinger, Faculty Demand and Supply (Sacramento: California Junior College Association, 1958), Table 21, p. 36.

[8] Leland L. Medsker and Dale Tillery, Breaking the Access Barriers (San Francisco: McGraw-Hill Book Co., 1971), pp. 87-90.

Edinger's study of 1957-58 was replicated by Forbes at California State College at Los Angeles in 1963, with no significant change indicated.[9]

Studies of pre-service training for community college faculty parallel that for K-12 until the 1960s. A survey of California junior college presidents revealed their attitude toward teacher preparation (Rio Hondo Junior College, 1966).[10] Of fifty-two presidents responding to questions regarding standards for new faculty, only seven indicated that they had thought through criteria for employment "over and above minimum state requirements"--requirements which, at that time, included a master's degree in the teaching subject or "equivalent experience" for teachers of vocational subjects. Those administrators who had established their own criteria indicated successful "teaching experience at college or high school level" as being of prime importance.

The tendency to prefer instructors with prior teaching experience rather than those trained in programs particularly addressed to teaching in the junior college is further reflected in institutional staffing patterns. Nationwide, more than 64% of 3,284 junior college teachers surveyed in 1960 recorded previous secondary or elementary school experience, according to Medsker.[11] In California--with the nation's largest and most comprehensive system of higher education--300 of the 681 new teachers of academic subjects who entered junior colleges in 1963 had moved in from high school positions; only ninety-eight had come directly from graduate schools.[12] In 1968 a similar study reported that the pattern had not changed in the direction of more specialized junior college teacher training. On the contrary, since the teacher shortage had been alleviated during the 1960s, junior college administrators were even more likely to seek instructors with prior experience at other levels of education.[13] In states where community college systems were less well developed, administrators similarly tended to staff their institutions with people who had been prepared to teach in other kinds of institutions. As Cohen notes, "The conventional wisdom predicts experience above inexperience."[14] This bodes a lack of support for training programs as points of initial entry into the profession.

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[9] Robert J. Forbes, A Descriptive Study of New Full-Time Teachers in California Junior Colleges: A 1963 Report to the California Junior College Association, Sacramento, California.

[10] Rio Hondo College, "Summary of Replies to Questionnaire on Criteria for Employment of Junior College Teachers," Whittier, California, 1966. (Mimeographed.)

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[11] Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Co., 1960), p. 172.

[12] California State Department of Education, "Summary of Source and Educational Background of New Teachers in California Junior Colleges, 1963-64," Sacramento, California, 1964. (Mimeographed.)

[13] Phair, "Staffing Patterns."

The paucity of new ideas in pre-service teacher preparation may be a result of the lack of clear-cut responsibility. Who is supposed to do the training--the universities? the colleges themselves? other agencies? That there is no distinct allocation of tasks further hampers the development of programs for training junior college teachers. Graduate schools have not been particularly concerned with the preparation of any type of college teacher--junior or senior. Typically, this function has been seen as a total university commitment which, in practice, suggests that it is no one's charge.

Most of the professors in graduate schools pay little attention to the preparation of teachers. Busily filling their students' time with specialized courses, they frequently assume that if a person can earn a master's degree or a doctorate, he can teach. Accordingly, there is a marked gap in American education between the preparation sequences experienced by elementary and secondary school teachers, on the one hand, and by college teachers on the other. Certification requirements for the former group demand completion of several courses dealing with pedagogical theory and practice. For the latter, there is no credential required other than the possession of a graduate degree in an academic discipline. Yet differences in teaching at the various levels of education cannot be so great that the one calls for a year or more of specific training to teach whereas the other requires none. The difficulties experienced by students moving from high school to college may result in part from the fact that teachers at the two levels of education are selected differently, think of themselves as members of different professions, are trained differently, and (perhaps consequently) communicate little with each other. One preparation sequence or the other would seem to be out of phase.

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[14] Arthur M. Cohen and Florence B. Brawer, Confronting Identity (Englewood Cliffs, N.J.: Prentice-Hall, 1972), pp. 153, 154.

Unlike four-year colleges and universities which reward highly scholarly research and professional consulting, community-junior colleges generally expect their staffs to devote themselves to the singular task of teaching. Arthur M. Cohen, Director of the Junior

College Teacher Preparation Program at UCLA for a number of years, stated:

> The scholar-researcher is not sought by the junior college and is rarely found therein. The institution sets its face sternly against the practice of extensive academic research and paid consultation with industry and public agencies--two activities central to scholarly life at a major university.[15] Junior college teachers are told they will be judged on the basis of their teaching. Coupled with the initial role-choice of the new teacher, the organizational climate exerts a force for 'teaching' too powerful, in most instances, for a single individual to overcome, no matter how much he wishes to be considered a member of an academic field.[16]

Thus, community-junior colleges seek not communities of scholars, but, rather, communities of learners. Approximately two-thirds of community-junior college faculty members hold a master's degree, and approximately 10% hold a doctoral degree.[17] Yet, even with these degrees, community-junior college teachers find that they must be part of the "learning community"; the community-junior college emphasis upon teaching encourages them to find new ways to teach their subjects and to learn more about the types of students who fill their classrooms.[18]

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[15] See Burton R. Clark, "The Role of Faculty Authority," Center for Research and Development in Higher Education, University of California, Berkeley, 1963, p. 46. (Mimeographed.)

[16] Arthur M. Cohen, Dateline '79 (Beverly Hills, Calif.: Glencoe Press, 1969), p. 79.

[17] James W. Thornton, Jr., The Community College (2nd ed.; New York: John Wiley and Sons, 1966), p. 286; James W. Reynolds, The Comprehensive Junior College Curriculum (Berkeley: McCutchan Publishing Corp., 1969.

Community-junior college teachers come from a variety of backgrounds. One national study determined that 30% of new community-junior college instructors had previously been high school teachers, 24% had entered from graduate schools, and 11% had come from business occupations, leaving an "other" category of nearly 18%.[19]

The common denominator among these diverse instructor types is their attraction to a college which clearly and proudly characterizes itself as a teaching institution. Refugees from universities which are not for teaching and which offer high rewards for research, and ex-businessmen who seek to share what they have learned, can find a common bond in their interest in conducting relevant stimulating classes.[20]

The present oversupply of job-seekers with a master's degree or a doctorate presents both a danger and an opportunity to community colleges seeking to strengthen their instructional programs. The danger is that a greater number of Ph.D's trained in research methodology will enter community-junior college teaching and bring with them even greater "academic biases" along with their "academic expertise." The tendency for persons and institutions in higher education to emulate the institution in which they were trained has been described by Thornton in the following quotation:

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[18] Roger H. Garrison, Junior College Faculty: Issues and Problems (Washington, D.C.: American Association of Junior Colleges, 1967), pp. 15-28.

[19] Ray C. Maul, "The Biggest Problem: Finding Good Teachers," Junior College Journal, XXXVI (December-January, 1965), 7-9.

[20] Dale Tillery, "Community-Junior College Characteristics and Curriculum," Chapter 2 of an unpublished document, University of California, Berkeley, 1973, pp. 10-12.

> The problem lies in ensuring that the faculty will exert its influence toward the realization of the full set of junior college tasks, rather than seeking to shape the institution in the image of the university. Land-grant colleges have become great state universities, to the point where they are embarrassed by the original purpose. Normal schools have become great state universities, without improving their competence or pride in the preparation of teachers for the public schools. Can junior college faculties resist this emulative drive and push on toward their own excellence? Or will it be necessary in another quarter century to establish anew an institution to perform the tasks that by then the junior college will have abandoned?[21]

Behind the present surplus of qualified academicians, which according to many predictions will be temporary, lies an advantage as well as a pitfall for community-junior colleges. It is now possible for community-junior colleges to pick and choose qualified

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[21] Thornton, "The Community College," (2nd ed.), p. 287.

instructors from an ample list of candidates; they can screen staff for appropriate attitudes and skills which underlie good community-junior college teaching. Many community-junior college leaders believe that the percentage of the faculty teaching in community-junior colleges who hold a Ph.D. will not appreciably increase despite the present surplus; they assert, instead, that community-junior colleges will continue to draw from the pool of candidates who are skilled in teaching and who are committed to the open-door concept.[22] With these developments, some colleges and universities are making efforts to make their degree holders more employable. Special programs for prospective teachers interested in community-junior colleges in particular, with emphasis upon the history, philosophy, and characteristics of that segment of higher education, and also emphasizing teaching skills, are more likely to lead to jobs than the traditional academic degree. The Carnegie Commission on Higher Education in 1971 reported that new degrees, such as the Master of Philosophy and the Doctor of Arts in Teaching, which include teaching internship and interdisciplinary course patterns, may contribute to the effectiveness of teaching in community-junior colleges.

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[22] Medsker and Tillery, Breaking the Access Barriers, p. 90.

If indeed there is a diminution of the problem of finding new staff members for burgeoning community-junior colleges, a new emphasis is likely to develop on in-service training programs. To be a "community of learning," community-junior colleges are recognizing the importance of assisting their staffs to develop further their own talents and potential. The Florida Legislature recently approved "three percent money" (3% of the state's total community-junior college budget) to be used specifically for faculty and program development programs. At the University of California, Berkeley, Tillery reported on the work of Chester Case, who has assisted community-junior college instructors in improving their teaching techniques through videotaping and peer-feedback sessions. At the heart of all developing pre-service and in-service programs for the training of community-junior college instructors is teaching. If these programs are successful, then the community-junior college will indeed remain a teaching institution.[23]

Medsker's 1960 study suggests the need to probe deeper. Something is known about who is hired as faculty, and something about faculty attitudes; but not much is known about the implications of hiring faculty with a certain set of characteristics. Administrators need to know why certain people are hired and others are not. Programs for the preparation of junior college administrators and teachers should take into account the "why" of who is hired in community colleges.[24]

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[23] Tillery, Community-Junior College Characteristics.

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[24] Medsker, The Junior College.

CHAPTER III

METHODOLOGY

The present inquiry was designed to study the perceived reasons for the changing characteristics of newly employed full-time faculty and their implications for the future of California public community colleges.

The findings are based upon information developed through a structured field interview questionnaire administered to Deans of Instruction in selected Northern California community colleges. The questionnaire was developed from an analysis of changed characteristics of faculty over a seven-year period. Data on the characteristics were collected from all California community colleges between 1967 and 1973. (See "Staffing Patterns in California Community Colleges, a 1973 Overview," in Appendix A.)

The respondents were chosen as a result of a two-part process:

1. Identification of those characteristics which display the greatest percentage of change when presented as a statewide profile for the year 1967 as compared with data collected in 1973.

2. Identification of community colleges in Northern California whose reported characteristics of newly employed faculty most closely match the changed statewide profile.

The Study Group

A theoretical point of departure in selecting knowledgeable persons with whom to discuss faculty characteristics included:

1. The Board of Governors of the California Community Colleges, who determine the credential requirements.
2. The Chancellor of California Community Colleges, and particularly the staff concerned with the credentialing process, who implement the "licensing" process.
3. The local community college Board of Trustees, who legally approve contracts for employment of faculty.
4. Chancellors, superintendents, and college presidents, who are more or less involved in the selection process of new faculty.
5. Deans of Instruction and other staff personnel, who process and interview applicants for employment.

6. Faculty and students, who are most active in interviewing and making recommendations for the employment of new faculty.

In considering the roles played in the staffing process by those enumerated above, it can be seen that no one is in a position to completely evaluate the entire selection process of "who gets hired." The present investigation, however, is not a comprehensive study of faculty characteristics. This has been done, in large measure, by the seven-year study (see Appendix A). The focus is, instead, upon the perceptions of that group of persons who would be most knowledgeable concerning the entire staffing procedure. The study group has been narrowed, therefore, to include only Deans of Instruction. Three exceptions to this are at those colleges where the Dean of Instruction had occupied that position for less than one year, and where the college president had been at the college for a long period of time. The latter seemed to be the more logical choice to be interviewed. The Dean of Instruction is selected on the basis that he is more directly concerned with the faculty than any other person in the typical college. All Deans or presidents interviewed in this study were men. Although more and more of the selection and replacement of faculty is based upon the recommendation of a faculty screening committee, it is still a primary concern and responsibility of the

Dean of Instruction. Department chairmen rotate, and college presidents more often assume the role of watchdog over the staffing procedure rather than act as a participant in the selection procedure.

Selection of Colleges

The process by which a representative group of colleges is selected is complicated by the often-quoted statement by staff and faculty--"no two community colleges in California are alike."

Fifteen colleges are included in this study. For sampling purposes, all public community colleges in Northern California were stratified into two subgroups based upon size (i.e., full-time enrollments under 2,500; full-time enrollments of 2,500 and over).[1] Since one of the requirements for selection of a particular college was that the characteristics of its newly employed faculty be compatible with the statewide profile, the smaller rural colleges were eliminated from consideration.

However, not every selected college in its annual report to the California Junior College Association (CJCA) reported exactly the same characteristics as shown in the statewide trend. Each college hires according to its unique needs and social setting. These fifteen colleges, however, reported enough characteristics that fit the statewide pattern or profile to enable questions asked about these characteristics to be meaningful on a more generalized basis.

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[1] According to the State of California Department of Finance figures for Fall 1968, 19 out of 38 public junior colleges in Northern California had fewer than 2,500 students classified as full-time enrollments.

Another consideration in the selection of the college was the need for cooperation from the president or superintendent and Dean of Instruction of any college selected. As a first step, sponsorship of the research was acquired from the California Junior College Association. The Executive Director of the Association wrote to the appropriate college official explaining the subject of the research, indicating the Association's sponsorship, and asking for cooperation in facilitating the conduct of the study.[2]

As a result of the selection process, fifteen Northern California community colleges were selected for interviews:

1. Diablo Valley College
2. Solano College
3. San Jose City College
4. Foothill College

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[2] Letter from Dr. Lloyd E. Messersmith, Executive Director, California Junior College Association, to 15 college officials, September 7, 1973. See Appendix C for a copy of this letter.

5. College of San Mateo
6. Ohlone College
7. De Anza College
8. Chabot College
9. College of Marin
10. West Valley College
11. Santa Rosa Junior College
12. American River College
13. San Joaquin Delta College
14. City College of San Francisco
15. Hartnell College

The Instrument

The survey instrument consisted of a seven-page structured questionnaire (see Appendix D) organized around the search for reasons to explain the changing characteristics of newly employed full-time faculty in California community colleges over the years 1967-1973.

The development of the actual content items for the questionnaire requires some elaboration.

1. It started with an analysis of the dominant characteristics of newly employed full-time faculty as reported to CJCA over seven years by all of the public and private community colleges of California. These characteristics included the following demographic data:

    a. Age
    b. Sex
    c. Race
    d. Residence
    e. Highest degree
    f. Most recent experience

2. Next, a selection was made of those characteristics which displayed the greatest percentage of change over the seven years. Those changed characteristics comprised:
    a. Increase in newly employed faculty having an earned doctorate.
    b. Increase in newly employed faculty with less than a master's degree.
    c. Decrease in newly employed faculty with prior teaching experience in secondary schools.
    d. Decrease in newly employed faculty recruited direct from graduate school.
    e. Increase in newly employed faculty with non-teaching experience.
    f. Increase in numbers of women hired as newly employed faculty members.
    g. Increase and then a decrease in hiring racial minorities as faculty members.
    h. Reduction in total number of recent full-time faculty hired.
    i. Lowering of the average age of newly employed faculty.

3. In order to prepare a questionnaire that would most effectively test the perceptions of college Deans of Instruction as to the reasons for the changed

characteristics of recently hired full-time faculty and the implications of such changes, a pilot study was done at Napa College. This college was chosen at random without reference to the yearly reports it had submitted to CJCA on faculty characteristics. This was done in order to evoke a wide range of responses from the college officials regarding faculty characteristics. Also, the pilot study was a means of checking responses from a variety of college officials. It was designed to test the assumption that the Dean of Instruction was indeed the most knowledgeable person at a typical California community college to consider the characteristics of faculty.

Appointments were made for the pilot study interviews to be made with the following college officials:

a. College President

b. Dean of Instruction

c. President of the Academic Senate

d. A faculty member chosen at random.

A list of fifteen leading questions, loosely structured and broad in scope, was prepared as a device to encourage the person interviewed to talk about faculty characteristics.

From the pilot interviews it became apparent that although all those interviewed had shared perceptions, the Dean of Instruction was the most knowledgeable and the one able to see the overall as well as the individual characteristics of new faculty. The second finding which related to the design of the study was that a fairly well-structured questionnaire would have to be developed. This was necessary in order to keep the college official from wandering off into interesting but irrelevant comments.

The survey instrument, although derived from prior research, the seven-year study for CJCA and the pilot study, was designed specifically for this project. When completed, it consisted of a thirteen-question, forced-answer, multiple-choice structured questionnaire. The purpose of the questionnaire was to isolate those pre-service requirements considered essential by Deans of Instruction with regard to age, sex, racial origin, place of residence, level of educational attainment, and most recent experience. (See Appendix D for the questionnaire.)

The interviews conducted at the colleges were structured in order to obtain responses which would explain specific changing trends in the characteristics of new faculty. To accomplish this, a set of alternatives covering the specific reasons for change was presented at the time of the interviews. Since it was quite possible that additional pertinent and logical explanations would be overlooked, the college official was also provided an opportunity to express his perceived reasons for change in characteristics in open-ended questions.

The concluding section of the questionnaire (questions 1-6) was devoted to seeking the implications of the perceived answers given by the college official. These implications fall into one or more of the following areas:

1. Curriculum
2. Professional staff development
3. Staffing procedures
4. Finance
5. Campus expansion planning
6. Student personnel services

Those interviewed were asked, as far as possible, to arrange their perceived reasons to the questions in a rank order with No. 1 as the predominant reason perceived, followed by the implications of such a conclusion upon the college at the present time, and for the next five to ten years. Where there was no appropriate answer, or comment was based on the knowledge of the college official pertaining to his own college, he was asked to think in terms of all California community colleges.

A tape recorder was used with the permission of the person interviewed. Assurance was given to each interviewee that his observations would be anonymous and would not identify the specific college being discussed.

It was expected that the entire interview would consume between thirty minutes and one hour. In actual practice, all interviews took at least an hour. The interview was concluded with question #13, "Do you see any overriding implication for future planning at your college of these trends and the reasons you have perceived for them?"

Analysis

The analytical problem for this research was to ascertain whether there was consensus in the expressed perceptions of the fifteen college officials interviewed, and whether there were differences in the intergroup responses; also to determine which areas of response yielded the most and which yielded the least congruence between the college officials' responses. These multiple objectives required a variety of approaches, all of them based upon the two elements of measurement: central tendency and variability of distribution.

The data presented in Chapter IV provided the empirical knowledge used in evaluating some of the overriding theoretical and philosophical concerns which lie behind the study.

Limitations

The study was limited to fifteen public community colleges in Northern California. In addition, eight of the colleges included in the study are situated in the San Francisco Bay Area, presenting a possibility that urban colleges, especially those in the inner Bay Area, were overrepresented. Also, interviewees were limited by the forced-answer, multiple-choice questions, without opportunity for shadings of differences between any of the possible answers. This was offset to some extent by open-ended questions. Finally, the responses of the college officials, though probably representative of other college officials, may not necessarily be representative of college officials as a whole.

Although each of these limitations narrowed the scope of the study to some extent, it is believed that none of them was crucial for the purposes intended.

CHAPTER IV

ANALYSIS OF RESULTS

As stated in Chapter I, the objective of the research was to test the perceptions of key officials at representative public community colleges in Northern California regarding changing characteristics of newly employed full-time faculty and the implications of such changes for the future.

The interviews were conducted with twelve Deans of Instruction and three college presidents at fifteen public community colleges in Northern California. Each interview averaged a little over one hour and involved the responses to a seven-page structured questionnaire (Appendix D).

Considerable variance existed among responses given by the individual college officials. In order to achieve some commonality of answer, the first ten questions presented multiple choices in a forced answer format. Since a few of the Deans found none of the choices to be appropriate, they expressed their ideas in the open-ended portions of each question.

The multiple choice responses by the various Deans to the first ten questions showed agreement on a number of choices. In view of this, the selected answers could be plotted for graphic presentation. The complete responses are incorporated in tables to correspond to the choices expressed by the Deans for the first ten questions. They are displayed at the conclusion of the analysis of each question in this chapter. The presentation and analysis of each question follows.

Trend Changes in Faculty Characteristics

Increase in number of doctorates (Question 1)

Question 1 deals with the increase in number of full-time faculty hired in the public community colleges of California who hold a doctor's degree; that is, comparing the 3.1% of faculty hired in 1967 who held a doctor's degree with the 7% who were hired in 1973. In effect, the question asks, Why did the Deans hire more people with a doctoral degree?

The annual change in percentage of new faculty employed who held a doctorate shows the following:

1967-68	3.1%
1968-69	4.0%
1969-70	5.0%
1970-71	4.9%
1971-72	6.0%
1972-73	7.0%
1973-74	7.0%

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[1] See Chapter II, p. 10, and Table I in Appendix A.

Question 1 offers a number of possible multiple choice answers in explanation of why Deans are hiring more teachers with doctorates. They are as follows:

a) Preference for the doctorate over the M.A. or B.A. degree because it affords instructors better academic preparation.

b) Like a few Ph.D.'s around for prestige purposes.

c) The faculty want more Ph.D.'s.

d) We are not as defensive against the doctorate as we were six years ago.

e) Competition for the few faculty positions is so keen that candidates with a doctoral degree force themselves into primary consideration (fewer position vacancies at four-year colleges).

f) Doctorates these days are more oriented to the comprehensive community college concept than six years ago.

g) Doctorates with interdisciplinary degrees are more acceptable than they were six years ago.

h) We can afford a doctor in a specific field which we could not do six years ago (place on salary scale).

i) The percentage is negligible and of no significance at our college.

j. In view of the uniqueness of the community college, and all other things being equal, we would prefer a person with a Ph.D.

k. In spite of this increased percentage, we seem to be moving away from traditional academic approaches.

l. For our college, our experience is . . . .

m. I see this trend to indicate to me that we are moving in this college to . . . .

The choices made by the Deans are shown in Table 1. Up to six choices are arranged in priority. If a Dean failed to select a particular choice, it was indicated by a blank space. Highlights of Table 1 are presented below.

Number of Deans Agreeing on a Single First Choice (a-k):

Choices	a	b	c	d	e	f	g	h	i	j	k
No. of Responses	2	1	0	0	10	0	0	0	1	0	0

The responses indicate a preference for choice e, "Competition for the few faculty positions is so keen that candidates with a doctoral degree force themselves into primary consideration." A factor in this selection would appear to be the decrease in positions at four-year colleges. This preference was made by ten out of the fifteen Deans responding to the first question as to why more people with a doctoral degree were being hired as new faculty.

By contrast, the second choice on which Deans could achieve some agreement presented a sudden drop from ten to only three Deans selecting a common reason for hiring persons with a doctoral degree. Highlights of Table 1 pertaining to the second choice of Deans are shown below.

Number of Deans Agreeing on a Single Second Choice (a-k):

Choices	a	b	c	d	e	f	g	h	i	j	k
No. of Responses	2	2	1	1	1	3	1	0	2	1	0

The explanation selected by three Deans was "Doctorates these days are more oriented to the comprehensive community college concept than six years ago" (choice f).

Deans scattered their other choices rather generally over the remaining nine available answers. Of more significance are the open-ended answers to the leading statement, "For our college, our experience is . . . ." The more appropriate explanations given were:

> "We employ the best person we can find. All things being equal, we select the person with more training and experience."
>
> "We have tried to balance the staff, and in so doing have hired more Ph.D.'s. The ones we have hired have had a good record, so we tend to hire more."
>
> "Our lay board is strong for more Ph.D.'s. We question their suitability because of their high specialization. We would be more interested in a Doctorate of Arts in Teaching."

In Table 1, which follows, and in all succeeding tables presented in this chapter, the question is stated and responses from all fifteen colleges interviewed are given. The choices are listed (a, b, c, d, etc.) and responses are indicated as: first choice, 1; second choice, 2; third choice, 3, etc.; no answer, blank.

TABLE 1

Question 1. The increased number of new full-time faculty hired who have a doctorate (3.1% in 1967 to 7% in 1973) is due to:

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) Preference for the doctorate over the MA or BA degree as better prepared academically	1	3					2	5			2			1	
b) Like a few Ph.D.'s around for prestige purposes			2									2	1		
c) The faculty want more Ph.D.'s													2		
d) We are not as defensive against the doctorate as we were 6 years ago	2							6				3			
e) Competition for the few faculty positions is so keen that candidates with a doctoral degree force themselves into primary consideration (less position vacancies at 4-year colleges)	3	1	1	1	1	1	1	3	3	1	1	1		2	1
f) Doctorates these days are more oriented to the comprehensive community college concept than 6 years ago		2	4	2			3								2

TABLE 1 (cont.)

Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
g) Doctorates with interdisciplinary degrees are more acceptable than they were 6 years ago	5							4	2		3	4			
h) We can afford a doctor in a specific field which we could not do 6 years ago (place on salary scale)															3
i) The percentage change is negligible and of no significance at our college			3	3	2			4	1		2				4
j) In view of the uniqueness of the community college, and all other things being equal, we prefer a person with a Ph.D.		4						2							
k) In spite of this increased percentage we seem to be moving away from traditional academic approaches	4										3				

Why doctorates sought a position at the college (Question 2)

Question 2 also deals with the increase in number of full-time faculty hired in the public community colleges of California who hold a doctor's degree. This second question attempts to perceive the reason(s) why new faculty with a doctorate were motivated to seek a position at the particular college.

Question 2, again, offers a number of possible multiple choice answers in explanation of why Deans are hiring more persons with doctoral degrees. This inquiry approaches the problem from the point of view of the new faculty member. It seeks to learn why new faculty selected the particular college for their new teaching assignment. The choices were:

a) They saw more economic advantages over other opportunities in education, business, industry, or government.

b) They were more interested in teaching than in research at the four-year college or university.

c) Due to the scarcity of position vacancies at a four-year college or university they accepted a position at a community college as second best.

d) The geographical location of the community college, such as in the Bay Area, was a more important consideration than the job itself.

e) The new faculty member was sold on the philosophy of the comprehensive community college.

f) The faculty member saw the new position at a community college as the next logical step in a career pattern. This could be moving from high school teaching to a community college, or completing work in a graduate school.

g) The new faculty member had been encouraged to apply to the college by the staff and faculty.

h) The new faculty member felt that he needed some teaching experience at the community college level in order to qualify for an administrative position to be sought at a later time.

i) None of the choices a-h are really relevant or valid for the particular new faculty member whom we hired with a doctoral degree.

j) The reason, I believe, is . . . . [The Dean states his own perception as to why the new faculty member chose to accept a position at that college.]

The choices made by the Deans are shown in Table 2. Up to eight choices are arranged in priority. If a Dean failed to select a particular choice, it is indicated by a blank space. Highlights of Table 2 are presented below.

Number of Deans Agreeing on a Single First Choice (a-i):

Choices	a	b	c	d	e	f	g	h	i
No. of Responses	5	6	3	1	0	0	0	0	0

The responses indicate a preference for choice b, "They were more interested in teaching than in research at a four-year college or university." This would appear to indicate an awareness of the unique position of the comprehensive community college in higher education. This preference was made by six of the fifteen Deans responding to the second question as to why new faculty were motivated to seek a position at a community college.

Second choices by the Deans ranged wider than their first choices. However, choice b (more interested in teaching) still was chosen by more Deans than any other. This is shown below.

Number of Deans Agreeing on a Single Second Choice (a-i)

Choices	a	b	c	d	e	f	g	h	i
No. of Responses	1	4	3	3	3	0	1	0	0

Looking at a consolidation of first and second choices by the Deans, choice b (more interested in teaching) was selected by ten of the Deans.

After choice b, six of the Deans selected choice a (economic advantages) and choice c (could not secure a position at a four-year college or university.

It can therefore be concluded that the perceived reasons for the holder of a Ph.D. to select a community college for employment as an instructor were occasioned by a tight labor market and the desire to teach.

Deans scattered their other choices over the remaining six answers. Only choice i was considered not appropriate. The open-ended statement, "The reason, I believe, is . . . ," brought forth the following reasons:

> "The Ph.D. which was earned was only a 'security blanket' in case they could not get a job at a community college."
>
> "Jobs are not available in industry and this geographical area is saturated with Ph.D.'s in science and math who are out of a job."
>
> "Some Ph.D.'s we have hired say they want to become involved in the urban movement, which is where we are at."

TABLE 2

Question 2. Our new faculty with a doctorate were motivated to seek a position at our college because:

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) Economic advantages	4	1	1	1		4		1	2	1	6		4	3	
b) More interested in teaching than research	3	2		2	3	1	1	2	1	2	1	1	5	1	4
c) Could not secure a position in a 4-year college or university	1	4	2	3	1	2		5		3	3	2	1		6
d) The geographical location was more important than the job	2	5		4	2	3	2	3		4	4	3	3		1
e) Sold on the philosophy of the comprehensive community college		3		5			3	4	3	5	2			2	2
f) See community college position as next step in career pattern			3					6							
g) Encouraged to apply by our staff and faculty				6			4	7		6			2		5
h) Needed teaching experience to later move into administration			4	7				8							7
i) None of the above really relevant															

Why were more new faculty hired with less than a Master's Degree? (Question 3)

Question 3 looks at the increase in number of full-time faculty employed in the public community colleges of California who hold less than a Master's degree; that is, comparing the 18% of faculty selected in 1968 who held a Master's degree with that of 28% who were selected in 1973. In effect, the question asks, "Why did the Deans employ more people with less than a Master's degree?"

The annual change in percentage of new faculty hired with less than a Master's degree is shown below.[2]

1967-68	21.2%
1968-69	18.0%
1969-70	20.0%
1970-71	19.5%
1971-72	22.3%
1972-73	26.0%
1973-74	28.0%

Question 3 offers a number of possible multiple choice answers in explanation of why Deans are hiring more faculty with less than a Master's degree. They are as follows:

a) An increase in the paraprofessional, vocational-technical, and occupational program students at our college.

b) A decrease in the academic and liberal arts programs which normally require a minimum of a Master's degree (as for credential requirements).

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[2] See Table I in Appendix A.

c) The less than Master's degree person hired is usually lower on the salary scale and this means a budget saving.

d) A preference for faculty drawn from the "real world of work," and these new faculty usually do not have the higher graduate degrees.

e) A preference for faculty coming from the local area who may not possess the higher Master's or doctoral degree.

f) Other reasons are . . . .

The choices made by the Deans are shown in Table 3. Up to three choices are arranged in priority. The first and second choices are emphasized as being the more significant. If a Dean failed to select any of the suggested choices, it is indicated by a blank space. Highlights of Table 3 are presented below.

Number of Deans Agreeing on a Single First Choice (a-e)

Choices	a	b	c	d	e
No. of Responses	13	0	0	0	0

The responses indicate a preference for choice a, "An increase in the paraprofessional, vocational-technical, and occupational program students at our college." This would appear to be substantiated by the decreasing interest and subsequent hiring of new faculty to teach the academic subjects such as Social Science and Language

Arts and Literature.[3] This preference for choice a was made by thirteen of the fifteen Deans responding to the third question as to why more new faculty with less than a Master's degree were being hired.

Second choices by the Deans were less clearly grouped than their first choices. Choice d received six preferential second choices. These are highlighted below.

Number of Deans Agreeing on a
Single Second Choice (a-e)

Choices	a	b	c	d	e
No. of Responses	0	2	0	6	1

Deans seemed to cluster on choice d for their second choice, "A preference for faculty drawn from the 'real world of work.'"

It can therefore be concluded that staffing patterns, when they change, seem to follow changes in student demands for curriculum—in this case, for those programs oriented toward paraprofessional, trade-technical, and occupational skills.

Those Deans who selected choice f, which provided for a free choice, "Other reasons are . . . ," made statements such as:

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[3] See Table II in Appendix A.

"We had a good meld between vocational/technical and academic faculty when we started our college and we want to keep it that way. Vocational/technical faculty tend to have fewer master's degrees."

"Our college has pretty well reached its maximum growth. New positions will likely be in the Voc/tech fields where people with master's degrees are less likely to be prevalent. These are some of the areas where we may still be doing some growth. Also, there is more turnover in faculty in these areas."

"The California credential requirements make it easier to get whom we want. There is more flexibility in hiring. Some of the people we want do not have a master's degree."

"Old travel budgets are gone. Our faculty are deeply involved in the selection process. Local people, even if they don't have a master's degree, are being selected because they are available. It is not by intent, but the operation of the selection process. More of those who are selected seem to have less than a master's degree."

"We overselect our new faculty from a nearby State College where the highest degree offered is a master's degree. Many candidates we see and hire stop their education at that State College at the bachelor's degree level."

"The integration of occupational programs within all departments and divisions (including academic areas) calls for more staff who may not yet have a master's degree."

"When we hire faculty with less than a master's degree, we get a commitment from them that they will work to obtain a master's as soon as possible."

TABLE 3

Question 3. Why more new faculty with less than a master's degree?

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) Increase in paraprofessional, vocational-technical, and occupational program students	1	1	1	1	1	1	1	1	1	1		1	1		1
b) Decrease in academic and liberal arts program students			2						2						
c) Down on the salary scale and therefore a budget savings															
d) Preference for faculty drawn from the "real world of work" who usually do not have the higher graduate degree	2	2	3			2	2	3		2					2
e) Preference for hiring local people who may not have advanced degrees								2							

Why were fewer new faculty hired who had prior teaching experience in secondary schools? (Question 4)

Question 4 seeks to determine the reasons why there has been a decrease in number of full-time faculty hired in the public community colleges of California who had prior teaching experience in secondary schools; that is, comparing the 35.8% of faculty whose most recent teaching experience was at the junior high or senior high school level in 1967 with that of 16% in 1973. The question, in effect, asks, "Why did the Deans hire fewer people with secondary teaching experience?"

The annual change in percentage of new faculty hired who had secondary teaching as their most recent experience is shown below:[4]

1967-68	35.8%
1968-69	34.0%
1969-70	31.0%
1970-71	24.4%
1971-72	20.3%
1972-73	17.0%
1973-74	16.0%

Question 5 offers a number of possible multiple choice answers in explanation of why Deans are hiring fewer faculty directly from secondary teaching. They are as follows:

a) There is a sufficient supply of experienced community college instructors available for assignment to our college, and they are the preferred candidates.

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[4] See TAble I in Appendix A.

b) The historical ties between secondary school staff and the old junior college located within the same unified school district are broken.

c) The high school teacher no longer meets the desirable image for an instructor at our comprehensive community college.

d) The experienced high school teacher is too expensive for our college staff budget.

e) Secondary teachers are not innovative or flexible enough to meet our teaching needs.

f) We can hire better trained and more experienced faculty from other sources, such as four-year colleges, business, industry, and government.

g) The typical high school teacher is more academically oriented to subject matter and not as usable in a comprehensive community college with its heavy emphasis on paraprofessional, vocational-technical, and occupational programs.

h) The local secondary teacher is no longer as interested in teaching at a community college as he or she was in 1967.

i) We prefer younger faculty who can relate to our students and turn them on; the typical high school teacher does not fit this picture.

j) None of these reasons seem to apply, but I think this or these are the reasons.

The choices made by the Deans are shown in Table 4. Up to nine choices are arranged in priority. The first choice grouping of perceived reasons are highlighted below.

Number of Deans Agreeing on a Single First Choice (a-i):

Choices	a	b	c	d	e	f	g	h	i
No. of Responses	8	3	0	0	0	1	1	0	1

The responses indicate a preference for choice a, "There is a sufficient supply of experienced community college instructors available for assignment to our college and they are the preferred candidates." This would seem to reinforce the conclusions of many studies made by the National Education Association and others as to the number of unemployed teachers, many of whom have experience at the community college level as part-time instructors.[5] This preference for choice a was made by eight out of the fifteen Deans responding to the fourth question as to why fewer new faculty are being hired from the ranks of experienced secondary teachers.

Second choices made by the Deans were less clearly grouped than their first choices. A more realistic picture can be seen by adding first and second choices. This still shows choice a to be the leader, with eleven Deans agreeing. The next closest choice, adding first and second choices together, is choice b.

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[5] National Education Association Research Division, as reported in the Phi Delta Kappan, October, 1971, pp. 82-84.

Seven Deans agreed that the historical ties between secondary school staffs and the old junior colleges have been broken. The combined first and second choices are shown below.

Number of Deans Agreeing on a Single Choice as Either Their First or Second Choice (a-i):

Choices	a	b	c	d	e	f	g	h	i
No. of Responses	11	7	2	0	0	1	2	1	5

The recognition that junior colleges need to achieve a unique and separate identity in California has led to the separate junior, now community, college district. Even as late as 1967, roughly 25% of the junior colleges were still locked into governance by a unified school district.[6] By 1974 this percentage had dropped to zero. This historic shift, therefore, lends support to the seven Deans who selected choice b as their first or second best reason for a decrease in the hiring of teachers from secondary schools.

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[6] Western College Association, active membership list as of April 1, 1967.

Those Deans who selected choice j, which provided for a free choice, "None of these seem to apply, but I think this or these are the reasons," made statements such as:

> "We are seeing fewer high school teachers because of the nature of the jobs we have to offer, such as a one-semester sabbatical position and vocational-technical positions."

> "There are more people right out of graduate school who want to teach at the community college level and not at the secondary level. So, we see more of them and hire fewer secondary trained people. We want some new faculty to come right out of grad school with new ideas, and that might tend to cut down on the number of experienced high school teachers we might have considered on a priority basis a few years ago."

> "Our experience with secondary teachers is the same as with those coming from 4-year college teaching. They have such a peculiar idea of what it is like to teach at a community college. They do strange things before we find out and get them straightened out. They think of the community college as being sort of a university, or that it should be. We are just as cautious about hiring high school teachers as we are Ph.D.'s."

> "There is more faculty participation in the selection of new faculty than in 1967. They are more oriented toward higher education than to the secondary system of education. So they tend to select persons from higher education rather than from the ranks of secondary teachers. The desire for prestige is also in the selection process."

> "The upgrading of the old junior college into the community college and getting rid of the word 'junior' helped to set them apart. They now seem to be hiring more people direct from the graduate schools. The nucleus of our college staff came to us from the senior high schools (1947) in our unified school district."

TABLE 4

Question 4. Why were less new faculty hired who had prior teaching experience in secondary schools?

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) Sufficient supply of experienced community college instructors	1	1	1	1	1	1	1	2	3	2	2		3		1
b) Historic ties between secondary school systems and community colleges broken	4	2		2				9	1			1	4	1	2
c) High school teachers no longer meet desirable image for a community college instructor		3						8	4			2	2		
d) The experienced high school teacher is too expensive								7				3			
e) Secondary teachers are not innovative or flexible enough to meet our needs								6							
f) Can hire better trained and experienced faculty from other sources	3							5			1				
g) The high school teacher is more academic subject matter oriented than present comprehensive community college needs							2	1							

TABLE 4 (cont.)

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
h) High school teachers are not as interested in teaching in a community college as in 1967				3			3	3	2						
i) We prefer younger faculty who can relate and turn our students on	2		2		2	2		4		1					

Why was there a decrease in new full-time faculty recruited direct from graduate school? (Question 5)

Question 5 seeks to ascertain why there has been a decrease in the number of full-time faculty hired in the public community colleges of California direct from graduate school; that is, comparing the 21.5% of faculty selected from applicants who had just completed graduate degrees in 1967 with the 12% in 1972. The question, in effect, asks, "Why did the Deans, between 1967 and 1973, hire fewer people with a recent Master's degree?"

The annual change in percentage of new faculty hired who had a Master's degree awarded in the year that they began employment in the public California community colleges is shown below:[7]

1967-68	21.5%
1968-69	22.0%
1969-70	26.0%
1970-71	18.0%
1971-72	21.7%
1972-73	12.0%
1973-74	17.0%

Question 5 offers a number of possible multiple choice answers in explanation of why Deans hired fewer faculty for the academic year 1972-73 directly following the granting of a Master's degree to the candidate. The suggested explanations are as follows:

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[7] See Table I in Appendix A.

a) They lack teaching experience.

b) They lack work experience.

c) They are too young.

d) They lack training in the philosophy of the community college and an understanding of the kinds of students who attend.

e) They are too extreme in some of the things they say and do.

f) They do not command the respect of our students.

g) There is an oversupply of available persons to employ as faculty who match the characteristics of our present faculty.

h) Other reasons are . . . .

The choices made by the Deans are shown in Table 5. Up to four choices were utilized by some of them; the choices are arranged in priority. The first choice grouping of perceived reasons is highlighted below.

Number of Deans Agreeing on a Single First Choice (a-g):

Choices	a	b	c	d	e	f	g
No. of Responses	12	0	0	0	0	0	1

The responses indicate a preference for choice a, "They lack teaching experience."

The second choice grouping of perceived reasons is highlighted below.

Number of Deans Agreeing on a Single Second Choice (a-g):

Choices	a	b	c	d	e	f	g
No. of Responses	1	11	0	0	0	0	1

The responses indicate a preference for choice b, "They lack work experience." Repeatedly, in the interviews with the Deans, the theme was expressed. "We hire the most experienced and well-trained person we can find, regardless of where they fall on the salary scale."

Those Deans who selected choice h, which provided for a free choice, "Other reasons are . . .," made statements such as:

> "I am impressed that while the credential requirements have been reduced for practice teaching, etc., more students seem to be going into some pre-service training on their own. Choosing to do this in order to compete. There seems to be more people we see who have had some contact with the community college scene; many are former students of a community college."

> "If the University of California at Berkeley were still operating an internship program, we would be hiring a lot more faculty direct from graduate shcool. Some of our best people came out of that program."

TABLE 5

Question 5. Why was there a decrease in new full-time faculty recruited direct from graduate school?

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) They lack teaching experience	1	1	1	1	1	1	1	1		1	1	1	2	1	
b) They lack work experience	2	2	2	2	2	2	2	2		2	2		3	2	
c) They are too young			3												
d) They lack training in the philosophy of the community college and an understanding of the kinds of students who attend	3	3					3								
e) They are too extreme in some of the things they say or do						3					3				
f) They do not command the respect of our students				3											
g) There is an oversupply of available persons to employ as faculty who match the characteristics of our present faculty						4	4	3				2	1		

Why was there an increase in the selection of new full-time faculty who had experience other than in teaching? (Question 6)

Question 6 seeks to determine why there has been an increase in the number of full-time faculty hired in the public communitycolleges of California with non-teaching experience; that is, comparing the 11% of faculty selected from applicants who had experience other than in teaching in 1967 with the 24% in 1972. In effect, the question asks, "Why did the Deans in 1972 hire more people with non-teaching experience than in 1967?"

The annual change in percentage of new faculty hired who had experience other than in teaching in the year that they began employment in the public California community colleges is shown below:[8]

1967-68	11.0%
1968-69	11.0%
1969-70	12.0%
1970-71	10.8%
1971-72	15.6%
1972-73	24.0%
1973-74	18.0%

Question 6 offers a number of possible multiple choice answers in explanation of why Deans hired more faculty for the academic year 1972-73 who had experience other than in teaching. The suggested explanations are as follows:

---

[8] See Table I in Appendix A.

a) Tap into the resources of the service area of the community college district for experts in business, industry, government, and the professions.

b) They are cheaper to hire.

c) They have a more pragmatic approach to teaching, which appeals to more students at our college.

d) They reflect the changing demands by students for classes oriented to the real world of work.

e) They are generally older and more mature than those with only teaching experience.

f) An increase in vocational programs at our college.

g) Other; please state.

The choices made by the Deans are shown in Table 6. Up to four choices were utilized by some of the Deans; they are arranged in priority and graphically presented. The greatest number of combined first and second choices made by the Deans is highlighted below.

Number of Deans Agreeing on a First or Second Choice (a-f):

Choices	a	b	c	d	e	f
No. of Responses	8	3	5	4	0	6

The preference choices of the Deans seem to reflect a decided interest in hiring people who are known locally and respected in the community as professionals of one kind or another and oriented to the real world of work in vocational, occupational, and paraprofessional positions. This parallels a shift in student interest in community college programs from liberal arts and academic to the pragmatic, "Where can I get a job?" approach.

Those Deans who selected choice g, which provided for a free choice, "Other; please state," made statements such as:

> "These people are more likely to stay close to student needs, curriculum-wise."
>
> "If some of our full-time faculty would resign or retire, we would break up those positions (FTE) and hire more part-time people direct from business and the professions and from minorities, such as in architecture and art."
>
> "Compared with the recent graduate in academic fields, the non-teaching experience people we hire are better, at least in the Voc-Tech fields."
>
> "Non-teaching experience new faculty are chosen for affirmative action reasons."
>
> "I would prefer to get a housewife, say in English, with a BA from Mills College, who wants to work a half-day as a paraprofessional."
>
> "We make decisions on whom we need for new staff very late in the academic or placement year, and therefore we are more dependent on the local person who is available and who, in many instances, does not have teaching experience."
>
> "Getting a teaching credential is easier now than in 1967. So we are getting more non-teaching experience people on our staff."

TABLE 6

Question 6. Why was there an increase in the selection of new full-time faculty who had experience other than in teaching?

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) Tap into the resources of the service area of the community college district for experts in business, industry, and the professions			1		1	1	2			1	1	1	1		
b) They are cheaper to hire		1							2			2			
c) They have a more pragmatic approach to teaching which appeals to more students at our college		2	2		2	2				2					
d) They reflect the changing demands by students for classes oriented to the real world of work	2	3		2			3	2		3	3		2		
e) They are generally older and more mature than those with only teaching experience							4						3		
f) An increase in vocational programs at our college	1		3	1	3	3	1	1	1	4	2		4		

Why was there an increase in the number of women hired to fill new full-time staff positions? (Question 7)

Question 7 seeks to determine why there has been an increase in the percentage of women hired as full-time faculty in the public community colleges of California; that is, comparing the 45% who were women hired in 1973-74 at the public community colleges of California with the 42% for theacademic year 1972-73. The question, in effect, asks, "Why did the Deans in 1973 hire more women than in 1972?"

Question 7 offers a number of possible multiple choice answers in explanation of why this was true. These suggested explanations are as follows:

a) An indication of the strength of the women's liberation movement.

b) Pressures from the college faculty to hire more women.

c) Pressures from the college administration to hire more women.

d) Pressures from the college Board of Trustees.

e) Pressures from the surrounding community.

f) An indication of the dedication of the college community to have an effective affirmative action program in hiring minorities.

g) It just happened that there were more qualified women available for selection as new faculty members.

h) Our college selects the best person for the classroom regardless of other pressures.

i) Other reasons are . . . .

The choices made by the Deans are shown in Table 7. Up to seven choices were utilized by some of the Deans; they are arranged in priority. The greatest number of combined first and second choices made by the Deans is highlighted below.

Number of Deans Agreeing on a First or Second Choice (a-h):

Choices	a	b	c	d	e	f	g	h
No. of Responses	6	7	3	0	0	8	2	4

The wide spread of preference choices of the Deans seems to reflect either a lack of a clear-cut reason for hiring more women on the staff, or a recognition that there are a number of pressures or forces at work in the staffing procedures.

The fact that choice f was selected more often than other choices is certainly an indication of the "dedication of the college community to have an effective affirmative action program in hiring minorities." It is the broadest possible answer among the forced answer choices offered. How much was real dedication and how much hiring was done under pressure will be discussed in a later chapter. However, the fact that choices a and b each received almost the same number of votes (6 each) is a recognition of the strength of faculty pressure and of the strength of the women's liberation movement.

Those Deans who selected choice i, which provided for a free choice, "Other reasons are . . .," made statements such as:

> "We would hire even more women if we could find more qualified women candidates. There is a shortage of them."

> "We have been ordered to hire minorities, if minimally qualified."

> "Balancing of staff characteristics, including minority hiring, is our rule. So, we hire women."

> "We have about 35% women on the faculty now and that is up from other years. We have purposely sought them out as a matter of dedication. This redresses a balance long needed."

TABLE 7

Question 7. Why was there an increase in the number of women hired to fill new full-time staff positions?

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) An indication of the strength of the women's liberation movement	2		1	1	1				1	7	3				2
b) Pressures from the college faculty to hire more women	1			2	2		1			6	2		1		3
c) Pressures from the college administration to hire more women	3		2	3	3		2	3		3	1				4
d) Pressures from the college board of trustees	4		3						3	4			3		5
e) Pressures from the surrounding community		3								5					6
f) An indication of the dedication of the college community to have an effective affirmative action program		1	4	4	4		3	2	2	2		1	2	2	1
g) It just happened that there were more qualified women available for selection					1	4							4	1	7
h) Our college selects the best person for the classroom regardless of pressures		2		5		2		1	4	1	4				

Does your college reflect the statewide trend in the percentage of racial minority faculty hired for the academic year 1972-73? (Question 8)

Question 8 asks the fifteen college Deans whether their hiring of racial minority new faculty was compatible with the statewide trend for the academic year of 1972-73. In that year 6% of the new faculty hired were black, 9% were Chicano, 3% were Asian, and 1% was Native American.

The Deans were asked to answer yes or no to this question and to make such comments as they deemed appropriate. The choices they made are shown in Table 8.

TABLE 8. Responses of the Fifteen Colleges to Question 8.

	Responses	
Colleges Responding	Yes	No
1		x
2		x
3		x
4	x	
5	x	
6	x	
7	x	
8	x	
9		x
10	x	
11	x	
12	x	
13		x
14		x
15	x	

From the responses, 9 yes to 6 no, there is a clear indication that many colleges feel they still need to increase their minority hiring in order to achieve a uniform statewide balance. Even uniformity in the percentage of hiring racial minorities between the community colleges would not reflect parity with the higher statewide population percentages of blacks, Chicanos, Asians, and Native Americans to be found residing in California. Since this is the first time this question was asked in the survey, there is a lack of comparable data from the earlier years as there is in Questions 1 to 6. However, since all colleges are required by the Board of Governors of the California Community Colleges to have an affirmative action program, it is a logical assumption that more colleges were saying "yes" to this question in 1972-73 than in 1967-68, had they been asked this question at the earlier date.

Two Deans had these comments to add to their yes or no answer:

> "We are there with the blacks, but not with the other racial minorities."
>
> "We are doing very well with the classified staff, but not the certificated staff and faculty."

If Question 8 was answered in the affirmative, how to you perceive this trend? (Question 9)

Question 9 attempts to offer a number of explanations as to why the statewide percentages of newly hired faculty who are racial minorities are where they were in staffing the academic year 1972-73. These percentages—6% blacks, 9% Chicano, 3% Asian, and 1% Native American—are below the demographic data for the total population of California, which shows 11% black, for example. This forced multiple choice answer is an endeavor to find out where the college Dean considers his college stands on hiring racial minority faculty.

The offered choices were as follows:

a) We are making satisfactory progress for our college.

b) An insufficient effort is being made to achieve a balance equal to the percentage of racial minorities present in the total population of California.

c) We base our selection on factors other than an affirmative action program in hiring racial minorities.

d) We adhere to California Fair Employment Practices Commission (FEPC) regulations.

e) We have established a quota system which we follow in hiring racial minorities.

f) Our perception of where we are . . . .

The choices made by the Deans are shown in Table 9. Up to three choices were utilized by some of the Deans; they are arranged in priority. Where Deans rejected the choices they gave their own explanations under choice f, and these are also presented. The greatest number of combined first and second choices made by the Deans is highlighted below.

Number of Deans Agreeing on a First or Second Choice (a-e):

Choices	a	b	c	d	e
No. of Responses	9	0	4	1	1

The concentration of preference for choice a indicates that in general the college Deans see their staffing practices to be moving satisfactorily toward increasing the percentage of racial minority faculty hired. However, absences of thirteen choices by the Deans and nine stated perceptions and comments lead to the conclusion that there is still much disagreement about affirmative action programs.

Those Deans who made additional comments under choice f ("Our perception of where we are") made statements such as:

> "This is my major disappointment of the year that we didn't hire more minority faculty. We did improve our hiring of minorities slightly."

> "Minority hiring is still a problem. They are hard to find in the areas where we have vacancies. We

have a delightful middle-aged Jewish lady whom we hired to teach Black history."

"The community is our guideline. We want to hire only up to the percentage represented in our community."

"We are there with the blacks."

"I have heard criticism of us to the effect that a person did not get the job with us because he or she was not a racial minority candidate."

"The hiring of racial minority people has been mainly in EOP, Financial Aids, and Ethnic Studies programs, rather than in the traditional subject fields."

"We have fewer than 1% blacks in our community, so we do not try to hire staff in greater percentage."

"We are not about to take on minority staff just in order to show our good intent."

"We had a black candidate for a job teaching English. We wanted to hire her but she could not meet the academic requirements for a teaching credential."

TABLE 9

Question 9. If Question 8 was answered in the affirmative, how do you perceive this trend?

	The Fifteen Colleges Interviewed														
Choices:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) We are making satisfactory progress for our college				1	1	1	1	1		1	1	1			1
b) An insufficient effort is being made to achieve a balance equal to the percentage of racial minorities present in California															
c) We base our selection on factors other than an affirmative action program in hiring racial minorities							2	2		2					
d) We adhere to California (FEPC) regulations								3							2
e) We have established a quota system which we follow in hiring racial minorities					2			4							

Note: See written comment in narrative on pages 78-80.

Why was there a 40% reduction in the number of full-time faculty hired in 1972-73? (Question 10)

Question 10 seeks to determine why there was a 40% decrease in the number of full-time faculty hired in the California community colleges for the academic year 1972-73, as compared with the increases for the years 1967-1972. This trend was continued for one more year (1973-74) when the reduction in new faculty dropped another 12%. Only in the academic year 1974-75 did the trend reverse itself and an increase in the hiring of new credentialed staff appear.

The answer to this question is complex and bound to be controversial.

The question, again, offers a number of possible multiple choice answers in explanation of the drop in hiring of new full-time faculty for the 1972-73 academic year. The list of choices is necessarily long to accommodate the differing perceptions. They are as follows:

a) There is a high retention rate of the currently employed faculty (97.3 for 1972-73 as a statewide average).

b) There have been few retirements by the current faculty.

c) There is a high degree of job satisfaction on the part of current faculty.

d) Lack of available position vacancies elsewhere (tight labor market).

e) Increased hiring of part-time faculty at the hourly rate as an economy measure.

f) Class sizes have been increased.

g) Teaching loads have been increased.

h) There has been a drop in average daily attendance figures.

i) Part-time instructors are teaching more classes.

j) Administrators are teaching more classes.

k) There has been a gradual move toward a stabilization of the average daily attendance (ADA).

l) Other reasons; please state.

The choices made by the Deans are shown in Table 10. Some Deans used as many as nine different choices to express their perceived reasons for a reduction in the hiring of new faculty. All of the choices are arranged in priority. In some cases the Deans indicated their own reasons for the reduction. These comments, made under choice l, are also presented. The greatest number of combined first and second choices is highlighted below.

Number of Deans Agreeing on a First or Second Choice (a-k):

Choices	a	b	c	d	e	f	g	h	i	j	k
No. of Responses	12	6	1	1	0	1	0	1	1	1	8

The concentration of preference for choice a (high retention rate of current faculty) indicates that the college Deans see a very stable faculty with a high rate of retention. There is no doubt that the dropping student enrollment for full-time students in inner-city community colleges, the oversupply of qualified teachers, and the tight labor market have had a profound effect on the low turnover in faculty at California community colleges. Retention rate of the full-time faculty has been running from a low of 96.4 in 1972 to 97.8 in 1974.

The second most numerous cluster of choices settled on choice k, which points up the stabilization of full-time student enrollments in rural area California community colleges. This augments the drop in full-time student enrollments in inner-city colleges. If a college has a "steady-state" student enrollment of full-time students, there is a logical drop in the need for new full-time faculty, all other things being equal. It should be borne in mind that part-time students and part-time faculty are not a part of this study. It is a statistical fact, however, that part-time students and part-time faculty have been gradually increasing at all colleges since 1971. A parallel study on part-time faculty is being conducted at the University of Southern California and should shed considerable light on this area of faculty characteristics and employment.

The third most numerous cluster of choices centered on the statement that there were few retirements among the current faculty (choice b). This will become a less valid conclusion as colleges over fifty years old start to retire their pre-World War II staff and faculty. A preview of this change occurred at Solano College in 1973 when one-third of the regular faculty retired and needed to be replaced.

Other choices by the Deans were fragmented and of no particular significance. Although it is beyond the deadline of this study, the 1974-75 survey for CCJCA reveals a reversal of the four-year trend in hiring, 1,103 staff members as against 732 for the year before. The increase in staff hiring was mainly in the paraprofessional, vocational-technical, and occupational programs.

Deans also selected other reasons (choice 1) for their explanation of why there were fewer full-time faculty hired at the community college level. Some of the typical comments were:

> "Generally, it is a tightening up of the entire economy at our college, on how we use our resources, trying to become more efficient."
>
> "A lot of the colleges are just beginning to do what we have been doing for a long time, which is to maintain a high weekly student contact load. The other colleges started to go broke, and they just didn't have the money to hire more faculty."

"We have made a lot of part-time positions full-time this year. Where we are located, it is hard to get part-time people to teach in the day programs."

"We have an oversupply of faculty in some areas."

"We terminated our substitute and part-time people due to decreased enrollment in the day programs. Only in special education did we hire any new full-time faculty."

TABLE 10

Question 10. Why was there a 40% reduction in the number of full-time faculty hired in 1972-73?

Choices:	The Fifteen Colleges Interviewed														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) There is a high retention rate of currently employed faculty	2	1	1	1	1	1	3	3	2	1	2	4	2	1	2
b) There have been few retirements by current faculty	5	2	3	2	2	2	2	4	3	1	3	5	3		
c) There is a high degree of job satisfaction by current faculty	4		4	3		3	3	5	4			6		2	
d) Lack of available position vacancies elsewhere	3	3	2			4		6	5	3					
e) Increased hiring of part-time faculty as an economy measure				4		7									
f) Class sizes have been increased					3	6				4		2			3
g) Teaching loads have been increased					4	5						3	5		
h) There has been a drop in average daily attendance figures						8		1		5					

TABLE 10 (cont.)

Choices:	The Fifteen Colleges Interviewed														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
i) Part-time instructors are teaching more classes				5			2						4		
j) Administrators are teaching more classes												7			
k) There has been a gradual move toward a stabilization of the average daily attendance	1	4	5			9	1	2	1	6	1	1	1		

Why has the average age of new faculty dropped three years between 1971 and 1973? (Question 11)

The CJCA study plotted the ages of new faculty for three years, and the results indicated a drop in average age from 33.5 to 30.5 years.[9] After asking the Deans of the fifteen selected community colleges for their perceived reasons for choosing younger faculty over a three-year period, it became apparent that there was a wide divergence of thought on this question. Therefore, there was no attempt to structure their answers into a forced choice format. The answers were selected as being representative explanations for choosing younger faculty.

> "The younger candidates we see these days have a greater range of experience than those we interviewed a few years ago. Good academic preparation and travel experience seem to be present in greater degrees among the young people today than can be said of the people of my generation."

> "It was done on purpose to get a better balance with the more mature faculty."

> "More and more today, students are being turned off by the traditional and more conservative person. I have purposely turned to younger persons for new faculty members."

> "It is a sociological phenomenon. More beans in the pot theory. There are more young people looking for jobs."

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[9] See Chart 1, Appendix A.

"Most positions we fill are for one-year replacements. They are being filled by the younger people who are willing to take a one-year-only job."

"We favor the younger person. Too often older people are just coasting and slowing down."

"We see some preference for young faculty in the significant additions to our faculty during the expansion years of 1969-1971. The sheer numbers of them have brought the average age of all the faculty down."

"Because colleges are retraining (in-service) their long-time faculty, we are looking for younger people to provide the kind of stimulation that a new young member exerts on the rest of the staff."

"Qualified minorities whom we hire are young as a rule."

"The tendency is to save a few dollars by hiring younger faculty who are not as far up on the salary scale."

"There will be a significant number of our faculty who will retire in the near future. We have and will continue to hire younger persons to replace the older faculty. Our faculty is retiring at a younger age since it has been made more financially attractive."

What were the dominant reasons for separating faculty for cause? (Question 12)

Although not directly a part of a study of changing characteristics of new full-time faculty hired by the California community colleges, the inquiry into the reasons for separating some of the regular faculty is related to the age and retention factors that were a part of the study. If a sizable number of faculty were found who were dismissed from their positions for one reason or another, this could have an effect on the chosen characteristics of new faculty hired to replace those separated. For example, if sufficient numbers of faculty were separated because of inadequate academic preparation, the tendency then might be to hire more faculty with advanced degrees.

Although some suggested reasons were offered, no attempt was made to force them on the Deans. However, tabulation of their answers showed a sufficient similarity in answers to enable the construction of Table 11.

The conclusion arises that separation is a rare and difficult action to complete. One college Dean stated that they had tried separation procedures a number of times without success. Considering that there were over 14,000 faculty in all the California community colleges at the time the fifteen Deans were asked to think about this question, nineteen separations is a small number. The factor should also be noted that these separations occurred over as long a period of time as the Deans had knowledge. All Deans (or Presidents) interviewed had been in their current position at least four years.

Professional incompetence, the most frequent reason for separation, appeared eight times; misconduct six times; misconduct and health problems two times. Inadequate academic preparation was recorded twice. Two Deans reported they were at that time attempting a separation, one on the basis of a failure to follow school regulations. Lastly, one Dean reported a separation because of mental health problems.

TABLE 11

Question 12. What were the dominant reasons given for separating faculty for cause?

Choices:	The Fifteen Colleges Interviewed														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a) Misconduct	2	1			2										1
b) Professional incompetence	1							1			1	2	1	1	1
c) Misconduct and health		2													
d) Inadequate academic preparation								1						1	
e) Failure to follow school regulations									1 }	same person					
f) Attempting a separation right now						1			1 }						
g) Mental health												1			

Implications of Trends in Staffing Pattern

As a concluding part of each question, Deans were asked to reflect on the implications of their changing employment practices. It was suggested that they think in terms of possible changes that might take place in curriculum, staff development, staff recruitment, finance, campus planning, and student services.

The trend in employment of an increased number of persons with a doctoral degree and the reason for such people wanting to be a part of a community college staff could have implications in a number of areas. Budgets for salaries of staff might have to be increased in order to accommodate those new faculty members who have more academic training. Staff development programs might need some specific direction to prepare persons with a doctoral degree for teaching in a different way from that in which they were taught while in training for their degree at a four-year college or university. Faculties with a high percentage of their members holding the doctoral degree might be regarded by the general public as having more prestige. Deans emphasized the importance of being aware of this kind of subtle pressure.

A number of Deans felt that teacher training programs leading to a Doctorate of Arts in Teaching, with emphasis on teaching at the community college level, would be a valuable contribution to preservice training. They saw this possibility as a viable alternative to a Ph.D. in an academic field. Curriculum might be slowly changed if increasing numbers of academically oriented Ph.D.'s were employed. There was an expressed opinion that a better balance in curriculum offered could be achieved if more faculty were employed with a doctoral degree in interdisciplinary studies.

Some Deans felt that their staff development programs would be enhanced if doctorate-granting institutions, such as the University of California, would offer weekend workshops on the campus of the community college. These same teacher training institutions could be preparing more doctoral candidates in special education, such as working with students having learning disabilities. Such doctorates are needed for the staff of community colleges. One Dean felt that a truly effective affirmative action program would prevent the development of a faculty of predominantly doctors of philosophy. This is based on the assumption that few members of minority groups make their way through a doctoral program. One view expressed suggested that as long as public California community colleges continue to enjoy good salary schedules they would attract new faculty with the additional training necessary to secure a doctoral degree. New faculty members with a doctoral degree expressed their opinion that community colleges seem to be a more attractive place to teach than the typical four-year college or university where there is so much emphasis on research. There was also some feeling that economic conditions in the country as a whole would heavily influence the number and kinds of persons with a doctoral degree who would be employed in the future.

The implications of continuing to employ more staff with less than a Master's degree would include an assumption that the academic level of preparation of the entire faculty would be progressively lowered if this trend should continue. Most Deans, however, did not see this as a particular problem so long as sound vocational-technical programs were offered students. Student demands for certain kinds of programs are changing the characteristics of new staff being employed at the college, but it does not appear that there will be any deliberate effort to water down the academic preparation of staff by employing more faculty with less than a Master's degree. As Deans employed more staff having less than a Master's degree, they felt that a strong staff development program was needed to fit these new faculty into the community college life. The staff development programs were designed to bring about a greater feeling of unity among the faculty.

Some Deans saw the pressure for affirmative action employment of minorities as having some impact on their employment of more staff with less than a Master's degree. They saw this trend as likely to continue. Most of the new staff with less than a Master's degree were employed to teach in the expanding vocational-technical programs. Therefore, Deans felt that they would have to turn increasingly to skilled and experienced workers from business and industry, rather than to the traditional college placement bureaus. They saw increased costs necessary to provide facilities for these programs, many of which require expensive equipment. Regional planning for groups of colleges was suggested as a partial answer to cutting the cost of expensive vocational-technical programs. This way several colleges would share the financial burden. Most Deans felt that new faculty members with less than a Master's degree would be placed under heavy pressure to start or finish their training for the Master's degree.

A few Deans felt that continuing to employ more faculty with less than a Master's degree would pose a morale problem with the rest of the academic faculty. They saw the building of a "skills center" out of their "Little Harvard" college. Most Deans, however, did not share these apprehensions. They looked for this trend of hiring staff with less than a Master's degree to level off in the next few years.

The implications of continuing to employ fewer new staff who have had prior training and experience at the high school level were felt by many Deans to place a heavy emphasis on studying student characteristics in staff development programs. While the data show that fewer high school teachers were selected, Deans felt that there was considerable commonality in the characteristics of secondary school students with those who enter a community college. An experienced high school teacher, therefore, finds it easier to make an adequate transition to become an instructor at a community college than does the person coming direct from business or industry. All Deans were of the opinion that the professional staff development programs would need more money from future college budgets. Most Deans were opposed to seeking new staff who lack any work or teaching experience, with the idea of "in-house" training. A few Deans, however, expressed their satisfaction with this trend and saw it continuing. They reasoned that the community college students were a different type than they were in high school. They believed that the secondary-trained and experienced teacher is not necessarily a winner at the community college level. Another small group of Deans expressed concern as this trend continues. As their older faculty who came from the secondary school setting would begin to retire, they feared they would lose the balance in the faculty characteristics they have depended upon for years.

The implications of continuing to employ fewer new faculty who received a Master's degree in the previous academic year are several. It is a clear warning to the applicant that he or she will need to have some kind of experience before trying to secure a position on the staff of a community college. Some Deans from the older community colleges expressed concern that they were not selecting as many new faculty direct from graduate training with their challenging new ideas. Most Deans stated that as their older faculty continue to age, they become more entrenched and less open to innovative concepts of teaching. A number of the Deans reported faculty who averaged fifty-five to fifty-seven years of age. This kind of faculty tended to opt for new faculty who were of that same age group and who had similar ideas and value systems. It was very difficult to break that mold, said the Deans.

The implications of employing an increasing number of new faculty with non-teaching experience, the Deans reasoned, would be in the area of staff development. These non-teaching experienced new faculty needed heavy in-service training in curriculum development, student characteristics, and the operation of a community college. Some Deans felt that they tended to select staff with close ties to the local community college service area. When they employed staff from the local area, they tended to improve community relations between the college, students, and staff, and the local residents. Therefore, hiring of local business, industry, and professional persons, particularly on a part-time basis, has become a way of life at community colleges.

In concluding the interviews with Deans, an attempt was made to draw out some of the overriding implications as to the reasons why the characteristics of new faculty had been changing. Question 13 was designed to achieve this: "Do you see any overriding implications for future planning at your college of these trends and the reasons you have perceived for them?" Not all of the Deans responded with pertinent implications; at times, their responses were repetitious of remarks and choices already presented earlier in this chapter. However, the preponderance of their responses to the open-ended question was in six areas:

1. Shortages in specific subject areas.
2. Need for interdisciplinary trained persons.
3. Reduction in the need for full-time staff to teach academic subject fields.
4. Need for pre-service training of staff.
5. Staffing procedures, new needs.
6. Problems of funding.

Deans generally agreed that they would continue to face a shortage of trained and experienced candidates for teaching positions in the fields of the health services, women's physical education, early childhood education, photography, and in a number of the other trade-technical specialties.

Most Deans felt that the prospective staff member of a community college should not be wedded to a single specific discipline, but should be trained in a more interdisciplinary approach. The cluster college concept envisions this interdisciplinary approach as a series of small comprehensive colleges rather than groupings by specific academic divisions or departments.

The Deans saw the employment of additional new full-time staff as continuing to be reduced by virtue of increased stabilization or even reduced full-time student enrollments. The new faculty selected would be primarily for the occupational programs. Most of the Deans pointed out that the curriculum has to become more flexible to meet the needs of the types of students who are coming to California community colleges. Thus, faculty and staff of the future must be more adaptable, and more responsive to the community college students and their needs. These students seem to want different patterns of study. There is a need for alternatives for them in the evening college, the Saturday and Sunday college.

There is a need to break the lockstep pattern of the traditional semester, quarter, and summer session. What is needed, some Deans said, is the inauguration of packaged programs taught by experts on a contract basis. Some of these would be of a concentrated, intensive nature, such as a cosmetology program covering only six months.

Faculty could come from business offices and stores which would need future employees trained in specific skills. In staff development programs, the Deans stated, there is not enough cooperation between colleges and among community college districts. There needs to be some pooling of talents to ascertain what programs would be of most value at the least expense.

There is a role here that the University of California could play. The Deans said that some colleges are doing some interesting things, but there is not enough communication between colleges. Nationwide, there does not appear to be enough thinking about the whole area of selection criteria and staff development.

New areas of specializtion are opening up at California community colleges. Deans reported that they were working with more women, racial minorities, older persons, skills centers, reading programs, and the like. This means that more new specialized staff and faculty would be needed. Therefore, Deans would be selecting more and more part-time faculty, and this would increase the need for more counselors and staff time, principally for the extended-day programs.

If experienced staff were not available in the numbers needed, some institutions (the University of California was frequently mentioned) would need to train them. A number of the Deans were of the opinion that students attending four-year colleges and universities, who plan to go into community college teaching, should receive some training in job-seeking techniques. They commented on the ignorance of applicants regarding the best way to apply in order to receive an appointment in a community college.

What is needed are part-time and full-time staff and faculty who can handle these classes and provide student services on a continuous day and evening basis. Independent study and tutorial centers would need to be established, or an increase made in present facilities and services. All this would require increased staff, faculty, and budgets. In light of increased costs and shrinking funds, some hard decisions would have to be made to establish priorities.

In the area of finance, as reported by the Deans, the inflationary cost of replacing some expensive paraprofessional equipment such as dental chairs, for instance, would put some current programs or future planned expansions in serious jeopardy. If the financial resources for education continue to diminish through inflation and other factors, and the public's disenchantment with override taxes continues, many Deans believed that no other approach would be possible except by diversified staffing. They felt that many tasks performed by credentialed instructors could be performed by paraprofessionals at greatly reduced cost.

A continuing long list of staff and faculty will be retiring currently and in the coming years, the Deans reported. This is partly due to age and partly due to the increased financial benefits of early retirement.

Thus there would be staff vacancies to be filled and possibly desirable changes in curriculum would be effected. Many of these vacancies would be filled with part-time employees in preference to those engaged for a full-time assignment. There would be some salary savings in engaging part-time staff as well as greater flexibility in adapting to the changing curriculum. Deans stated that they would be looking more intently at the interdisciplinary approach and differential staffing, and seeking individuals who are innovative and flexible: those who are concerned about developing several alternatives to instructional strategy.

Summary

From the point of view expressed by the Deans who were interviewed, trends in the employment of California public community college faculty were accounted for as follows:

More new instructors were selected with doctoral degrees because the competition for the few open faculty positions in higher education was so keen that more candidates with doctoral degrees were interviewed and employed. In addition, the individuals with a doctoral degree seemed to be more oriented to the comprehensive community college concept than those interviewed in 1967.

New faculty holding a doctoral degree accepted positions at a community college because they were more interested in teaching than in research at a four-year institution. They also indicated the economic advantage of having a position at a California community college in view of the tight labor market.

More faculty were selected who held less than a Master's degree because of the increase in the paraprofessional vocational-technical and occupational program students at the college. More students in these programs resulted in employing more persons who were experienced in these fields, and they tended to be instructors with less than a Master's degree. Deans showed a preference for faculty drawn from the "real world of work."

Fewer faculty were selected from those having prior teaching experience in secondary school because there was a sufficient supply of experienced community college instructors, and they were the preferred candidates. The break in the historical ties between the secondary schools and the developing community college concept might also have contributed to this decline.

Fewer new faculty were selected directly from graduate school studies because they generally lacked teaching or work experience.

The increase in new faculty with non-teaching experience reflected a decided interest in employing persons who resided in the local service area and were oriented to the "real world of work." This change in staffing patterns paralleled a shift in student interest in community college programs from the liberal arts to the pragmatic, "Where can I get a job" approach.

More women were selected because of the dedication to an effective affirmative action program in hiring women and minorities. There was also a recognition of the strength of faculty pressure and the power of the women's liberation movement as factors in the employment of more women. However, Deans felt that the selection of racial minority candidates at their college was not compatible with statewide trends.

The reduction by 40% in the number of new full-time faculty employed in 1973 was seen as an indication of the high retention rate of current faculty. The stabilization of full-time student enrollments in rural colleges and the drop in enrollments in inner-city colleges were factors. The small number of retirements among current faculty and a tightening of the fiscal squeeze contributed to the drop in employment of additional staff.

The drop in the average age of new faculty was seen as a preference for younger persons whom the Deans considered more capable and personable than the older applicants.

Separation for professional incompetence was the most common of the grounds for dismissal of faculty. Other reasons were misconduct, health, and inadequate academic preparation.

The implications for change in curriculum, staff development, recruitment, finance, planning, and student services of the changing staffing patterns were accounted for as follows:

An increase in new faculty with doctoral degrees might entail an increase in budgets for salaries. Staff development programs would be started, would develop, and would become of increasing importance. The employment of new faculty with a Doctor of Arts in Teaching might become more common, especially of those who had received interdisciplinary training. Economic conditions would have considerable impact on who was employed in the future.

An increase in new faculty with less than a Master's degree would lower the academic level of preparation of a total faculty over a period of time. This might or might not be beneficial, and the trend might very well level off in the next few years.

The decrease in numbers of new faculty with training and experience at the high school level foreshadows a need for training in student characteristics. With retirements continuing to increase among the older faculty at community colleges, many Deans feared the loss of most of their high school trained and experienced faculty.

It was indicated that a slowdown in recruiting new full-time faculty could result in a loss of the challenging ideas that emanate from newly trained university graduates.

An increase in employment of new faculty with non-teaching experience would have implications calling for an effective staff development program. Successful affirmative action programs, resulting in the selection of increased numbers of minorities, would tend to be new faculty with non-teaching experience.

There would continue to be a shortage of well-trained and experienced candidates for staff positions in the health services, vocational-technical, and public personal fields.

Job-seeking techniques would need to be developed and taught at all levels of higher education.

The stabilization or even reduction in average daily attendance of full-time students at many of the community colleges would continue to reduce the opportunities to add additional staff in the immediate future. Increased cooperation between colleges, differential staffing, and the high use of part-time faculty would continue to rise as financial resources decrease.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Staffing trends have changed between the years 1967 and 1973 in California community colleges. There has been an increase in the number of new faculty holding doctoral degrees. The reasons for this change would seem to be that competition is so keen at four-year colleges for faculty appointments that more persons with a doctoral degree are seeking positions at community colleges. Some Deans felt that persons with doctoral degrees are becoming more oriented to the community college scene, with its emphasis on teaching rather than research. In addition, Deans from urban areas indicated that some new Ph.D.'s want to become more involved in the urban scene than was the case seven years ago. Certainly, the decreasing market for persons with a doctoral degree in business, industry, and government has pushed many in the direction of community colleges. The implications of this trend might indicate the need for an increased budget for salaries, effective staff development programs, and the acceptance of more persons with a Doctor of Arts in Teaching degree who are interdisciplinary trained.

Deans selected more faculty with less than a Master's degree because of the increase in students choosing paraprofessional and vocational classes. There seemed to be a preference for faculty drawn from the real world of work. This trend would lower the academic level of preparation for a total faculty over a period of time.

There were fewer secondary-trained and experienced teachers being employed as new staff because there appeared to be a sufficient supply of community college instructors with experience to meet the needs. Most of them came from the ranks of part-time instructors who had been waiting for such an opportunity to obtain a full-time position. This trend would call for a greater emphasis on staff development programs for those new faculty selected who had not had training and experience in a study of student characteristics. With increasing numbers of community college instructors retiring, the numbers of staff with secondary teaching experience would be greatly reduced.

Another reason given by Deans for hiring fewer teachers from secondary schools was their conclusion that the historical ties between the K-12 system and the community colleges had largely been broken. Some Deans indicated that vacancies for staff at community colleges were increasingly for part-time teaching, one-semester positions, and openings in the vocational areas, where secondary teachers were unwilling or unable to compete.

There appeared to be a clear-cut perception as to the reasons for the decrease in new faculty hired direct from graduate schools. First, they generally lacked teaching experience. Such conclusions could be a reflection on the demise of a large number of the practice teaching and/or internship programs conducted by most teacher training institutions up to the 1970s. This trend might foreshadow the loss of challenging ideas from new faculty directly out of graduate school.

The increased employment of faculty with non-teaching experience drew a varied reaction from college officials. There seemed to be some support for the view that staff hired from the local community college district service area provided the kind of professional experts desired. In increasing numbers these local professionals were part-time instructors rather than full-time. They appeared to be hired because of a need for flexibility and economy. The second reported reason was related to the first. Deans stated, "Faculty hired with non-teaching experience tend to have a more pragmatic approach to the real world of work." Some Deans said that staff who were experienced in teaching now tended to stay close to those student needs related to curriculum. Other Deans felt that under the "open door" policy they never knew who was going to arrive at their doors to be educated, and therefore the need for new or augmented full-time or part-time staff would occur just before or at the time the college year began. The Deans reasoned, therefore, that under these circumstances they were more inclined to select a locally available person who could come in on short notice to work full or part time. Many of these people were experienced, although not in education. The ease with which they could get a credential also made it more desirable to hire them. An implication of this would call for an effective in-service program to help the non-teaching experienced staff member relate to the community college scene.

The increase in number of women selected for staff positions in community colleges was seen as an indication of the dedication of the colleges and/or pressure on them to have an affirmative action program for hiring women, racial minorities, and the physically handicapped. Other perceived reasons for hiring more women centered on the need to balance the staff, a need long delayed, to quote one Dean. Most Deans reported that they would employ more women in the future if they could find those who were qualified, experienced, and in possession of a teaching credential from the state of California. The affirmative action programs appear to be most effective in the employment of women and minorities in the Economic Opportunity programs, financial aids, and ethnic studies, rather than in the traditional subject fields.

The reduction in the total number of new full-time faculty hired would appear to be caused by many factors. All Deans commented on the high retention rate of currently employed faculty. Many Deans were located at colleges where there was a declining or "no-growth" full-time student population. Thus, new full-time faculty were likely to be hired only in expanding programs, such as the health services. New programs may be developed only at the expense of older programs, especially in the academic fields. However, there continues to be a shortage of well-trained and experienced candidates for staff positions in the health services, vocational-technical, and public personal service fields.

Another reason for the reduction of new faculty can be accounted for in the low number of retirements among the ranks of currently employed staffs in the years past. However, many of the Deans saw a wave of early retirements in the next four or five years. They pointed to the financial appeal of early retirement, especially in those colleges which had been in existence for fifty years or more.

The universal "economic squeeze" seemed to be forcing many Deans to increase class sizes and teaching loads. They justified their action in terms of the necessity for a general tightening up of the economy in running their college. A natural consequence, therefore, would be to cut down on the employment of new full-time faculty. This attitude was described as one of "do more with the staff you have." Another result of the economic squeeze was the employment of more part-time instructors who tended to be on a lower salary scale, because they were on a class contract hour rate of pay. Some Deans predicted that the pressure to include action by the courts might force pro rata percentage contracts for hourly rate part-time faculty in the foreseeable future. This outcome could have a far-reaching effect on college finances.

Some of the Deans reported an oversupply of tenured faculty in such subject fields as social science and foreign languages. Being unwilling to fire instructors who had been with them many years, the Deans were attempting to find classes for these instructors in their minor or secondary fields, or to fill out their teaching schedules with classes in extended day programs. Most Deans felt this trend would continue for the next few years.

Deans reported their perception as to why the average age of new faculty had been dropping to be a question of choice in their selection process. Most Deans felt that younger people they were seeing today have a wider range of useful experiences, which tends to make them better staff members at a community college than the people they interviewed in the late 1960s. Some Deans felt that they were deliberately hiring younger faculty as a balance to an aging staff. These younger faculty, they said, had ideas and a methodology of teaching which seemed to appeal to the current enrollment of students. Some Deans commented on the fact that a tight labor market necessitated more young people looking for jobs these days, and they were more willing to take a part-time or one-semester teaching position. They also reasoned that more experienced older persons seemed to be unwilling to leave even an inferior job for a temporary position which might or might not develop into a permanent position. One Dean felt that the minority candidates they did hire tended, as a group, to be younger and cheaper.

Only a very few of the Deans had been able to separate a faculty member for cause. Where such separation had occurred, it was mainly for professional incompetence and misconduct. It was felt that it was easier to live with the person's faults and gradually to push the offender into retirement.

Finally, many Deans felt that the stabilization or even reduction in average daily attendance of full-time students at many of the community colleges would continue to reduce the opportunities to add additional staff in the immediate future. Increased cooperation between colleges, the sharing of scarce resources, differential staffing, and the continued high use of part-time faculty would be expected to continue.

Conclusions

In summary the trends show changing characteristics of new staff and personnel procedures in recruitment and retention of faculty in California community colleges. It appears that staff and faculty at the colleges are not fully aware of these changes and in some instances are unwilling to accept them as valid. Despite data to the contrary, Deans tend to see faculty characteristics as being much the same as in 1967. Where they accepted the trends the Deans were prone to explain the changes in a generalized and oversimplified manner, for example, "It's all a question of supply and demand." There appears to exist a strong relationship between these trends and the financial resources available for employing staff and faculty. This link points up the increased necessity for more improved selection criteria based on job-related tasks. Community colleges are falling under the same scrutiny of their job selection criteria that business, industry, and four-year colleges and universities have been subjected to in the past. The standards which define what is "discrimination" are being more closely drawn. This means that there is going to be widespread implications for higher education at all levels.

Professors in training students for positions in community colleges or four-year colleges and universities will increasingly be called upon to justify the training they are giving their students.

As college and university career planning and placement centers expand their career information programs, they could help advise students as to alternatives in career choices including their potential for employment at community colleges. This would be in addition to their traditional role of giving realistic data on job potential.

As more of the students who graduate from community colleges return to be instructors, they could train students to take their places in business, industry, government, and education in this enrichment cycle.

Research Questions

Some of the following questions need further research:

1. Is the experience of California community colleges, as to staffing patterns and characteristics of faculty, typical of what is going on in other "pacesetter" states such as New York, Oregon, and Florida?

2. What are the characteristics of part-time instructors in community colleges? Are they different from those of full-time faculty?

3. What kinds of pre-service and staff development programs will be needed for the community colleges of the future?

APPENDICES

APPENDIX A

CALIFORNIA JUNIOR COLLEGE ASSOCIATION

2017 "O" STREET / SACRAMENTO, CALIFORNIA 95814 / (916) [illegible]
EXECUTIVE DIRECTOR — LLOYD E. MESSERSMITH

January 8, 1974

The Association is pleased to be able to forward this copy of the seventh annual report on "Staffing Patterns in California Community Colleges, A 1973 Overview."

Your cooperation in providing us with the data from your institution enabled us to be able to draw some conclusions relating to the faculties of California community colleges which, we hope, will be of some value.

A new feature of the survey this year includes the perceptions of representative college officials as to the reasons for changing characteristics of new faculty over the past seven years and some implications for future planning.

Comments and suggestions are welcomed as usual and should be addressed to the consultant, Mr. Tom S. Phair, who prepares the report each year. Mr. Phair can be contacted as follows:

Mr. Tom S. Phair
Field Service Center
School of Education
Tolman Hall
University of California
Berkeley, California 94720

Sincerely,

Lloyd E. Messersmith
Executive Director

LEM:amt

Enclosure

Staffing Patterns in California Community Colleges
A 1973-74 Overview

Prepared by Tom S. Phair

In September 1973, there were 100 public and 8 private institutions of higher learning in California designated in the general category of community colleges. The University of California, with its nine campuses, enrolled a little over 100,000 students. The nineteen state universities and colleges admitted almost 300,000 students. The community colleges reached one million students with their fall 1973 enrollments. This continues a statewide average growth of 8.9% in students over the past ten years. However, such growth is no longer uniform in California, and is primarily in the suburban areas and the counties of San Diego, Orange, Santa Clara, Ventura, Alameda, Marin, Sacramento, and San Joaquin. College Deans of Instruction and Presidents comment that full-time enrollments in inner-city and rural community colleges of California are dropping (San Francisco City College, for example, by 5%).

The annual request by the California Junior College Association for data on the characteristics of new full-time faculty in the public and private community colleges went to the colleges in mid-September. By the deadline in late December, 99 public and 8 private colleges had responded. This study is contracted yearly by the California Junior College Association to the Field Service Center, School of Education, University of California, Berkeley.

During the same period, fifteen representative college Deans of Instruction or Presidents were interviewed. Their perceptions and the implications of their answers regarding staffing patterns, as they see it, will be the subject of a later report. However, where appropriate, some data from these interviews are integrated in this overview.

The full-time faculty in California community colleges continued to rise, from 14,343 to 14,845. However, there seems to be a strong indication that since there is an increase in part-time students at all of the community colleges, there is an increased number of part-time instructors being hired to accommodate these students. There also seems to be an increased use of part-time instructors in the day program, as well as the extended day program. To combat charges of exploitation of hourly rate part-time teachers, a number of California community colleges are paying a pro rata share of the yearly salary to part-time day instructors, with incumbent staff responsibilities.

Turning now to the academic year 1973-74, 732 new full-time faculty were hired in the 99 public and 8 private community colleges of California. This is a drop of 827 from the previous year. Of the 732, 317 were replacements for faculty leaving the college for one reason or another. That means there was a 97.86% retention rate of the old faculty as compared with 96.2% for the prior year.

Compared with the 1972-73 academic year figure of 827 new faculty, one can see a steady four-year drop in new faculty hired. As in the last year, this drop continued in spite of the addition of Cerro Coco College, the second campus of the Kern County College District. Los Medanos College, the third college of the Contra Costa County College District, hired full-time faculty but will not move to their new campus until September 1974. Indian Valley Colleges, which will be open to full-time students in 1974, is operating extended day programs as the second campus of the Marin County College District in Novato.

The 1972-73 academic year saw a 40% drop in new faculty hired from the previous year. The 1973-74 year slowed this drop to an additional 12%. Most common reasons given for this drop were the continued trend to stabilize the ADA (average daily attendance) of students enrolled full-time; high retention rate of faculty; few retirements among the staff; and limited opportunity to move to a more attractive job in some other place. As one dean put it: "You don't hire new faculty these days, you use the old ones for another year. One year or one semester replacements for faculty away from the campus is the rule, except in a few areas of occupational programs which are still developing." As reported in the 1972-73 Overview, the economic squeeze is still very much a factor in staffing patterns. The implications for professional staff development programs are becoming very apparent with a typical stable faculty growing older each year. A dean summarized thus: "We no longer have a tide of new young full-time faculty washing the beach clean with new innovative ideas, proposals, and techniques of teaching."

Class size and teaching loads remain high, and these also seem to have an influence on the reduced hiring of new full-time faculty.

As reported in the 1972-73 Overview, and now only slightly to a lesser degree, it would appear that if the financial "crunch" continues at all levels of education, these practices and trends can be expected to continue. A California State Senate Bill (SB 6) is providing some college districts with additional funds as the authorized state support funds available moved up to 44% of operating expenses.

New jobs for staff and faculty can be expected to be very limited in spite of continued increases in students, especially part-time students. Some 34 expansion sites for future colleges remain under consideration. The trend, however, seems to be moving more in the direction of satellite campuses and attendance sites rather than full-facility campuses such as the new Evergreen College, which will open in September 1974 as the second college in the San Jose Community College District.

Development of community colleges in the private sector tends to stress specialized skills in the eight now in operation. A good example is the San Francisco College of Mortuary Science. Their staffing needs are negligible, and they depend primarily on part-time instructors. Their full-time faculty total less than 100.

Turning now to the characteristics of newly hired full-time faculty in the reporting 107 public and private community colleges of California, some interesting trends continue and new ones have been established. (See Master Chart.)

The number of women hired continued to approach parity with the men: 55% were men, compared with 58% for the previous year; 45% were women as compared with 42% the previous year. New women faculty were greatly in the majority in the Health Services programs, with 104 women against 14 men hired. Other subject areas where slightly more women than men were hired were Counseling, Foreign Languages, Education, Library Science, Life Sciences, and Psychology. More men than women are still being hired in the Social Sciences, Trade-Technical, Music, Math, Business Administration, and Art programs.

In the area of racial groupings of new faculty, the percentages when rounded off are within one percentage point of what they were the year before. Caucasians (78%) remain the same. Blacks hired dropped 1% from 8% to 7%, as did Chicanos, from 9% to 8%. Asians remained at 3%. Native American and "others" rose a part of 1%, so that when the percentage was rounded off they were 2% as compared with 1% for the 1972-73 academic year. As reported for 1972-73, inner-city colleges hired a higher percentage of blacks than did rural colleges. Of the 15 colleges interviewed, 9 reported that they felt they were making satisfactory progress in hiring racial minorities for faculty, while 6 felt that they were not achieving the statewide average or progressing toward it. Comments included remarks to the effect that they were doing best in recruiting blacks and others for their classified staff, but not for the openings on the certificated (credentialed) staff. The racial composition of the local community seems to be a big factor in how many minorities are hired.

The age of the new faculty as compared with the previous year did not peak as high in the age group 24-35. The age group 35-43 dropped lower in numbers than the previous year. A few more people were hired in the age group 50-63, but their total numbers remain small. Forty-seven new faculty hired were thirty years of age. All of this follows a long-term tendency to hire young faculty who have had some experience. Reasons given for hiring young faculty range from balancing against the older faculty already on the staff, young people who are more willing to take one year replacement positions, favorable student response to younger faculty, to gaining a built-in professional training program for the older faculty in rubbing shoulders with new young faculty. (See Chart 1.)

Recruitment of new faculty from outside California remained the same as the previous year at 9%. This has been about the same for three years. Well-known local people seem to be favored over strangers who write to the colleges inquiring about teaching vacancies. Since the recommendations of faculty screening committees remain the dominant factor in who gets hired at a college, they tend to favor people they have confidence in as a result of long-standing associations. Many of the new faculty have taught part-time at the college for a number of years. A few deans expressed some concern that this may be leading to "in-breeding" of the faculty. (See Master Chart.)

In collecting data as to the highest academic degree held by new faculty for the academic year 1973-74, the colleges reported that 10% of their new faculty had less than a B.A. degree. This is a rise of 1% from the 9% of the previous year. Also up from 17% to 18% were the new faculty with less than an M.A. degree. College deans interviewed perceived this yearly increase to be the result of an increase in the number of paraprofessional, and vocational-technical students at the colleges requiring faculty drawn from the "real world of work." No-growth colleges report that new faculty position vacancies are most likely to be in fields where experience is more the criterion than an M.A. degree. All report, however, that once hired, all staff with less than an M.A. are encouraged to get moving into an M.A. program. (See Table I.)

In those areas, primarily academic, requiring an M.A. for certification, new faculty with an M.A. granted in 1973 rose from 12% to 17%. This increase to the higher percent of new M.A.'s has been typical of the past seven years of this study. In the past, deans have seemed to be reluctant to hire new graduates because they usually lack teaching and work experience. Now, more new M.A.'s seem to be applying for teaching vacancies who have picked up teaching and work experience along the way to completing an M.A. Some deans are saying that the new graduates tend to be more interdiscipline-trained and that they like that for their college faculty. They all urge more preservice training such as practice teaching and internship programs than are now offered at teacher preparation four-year colleges at universities. (See Table I.)

New instructors with an M.A. awarded prior to 1973 dropped from 55% to 48%. This does not appear to be a significant drop, as the percentage has fluctuated within a few points up and down for the past seven years. (See Table I.)

New instructors with a doctorate remain the same as the previous year, at 7%. This remains a high over the past seven years, and seems to reflect a tight labor market for Ph.D.'s throughout the academic world. New faculty with a doctorate are most noticeable in Life Science, Chemistry, and Psychology. Deans interviewed indicated that the higher percentage of Ph.D.'s hired was the result of seeing more of them around and the fact that doctorates interviewed seem to be more oriented to the community college scene than in the late 1960s. Doctorates hired stated that their first reason for accepting a job at a community college was for economic advantage, and second, because they were more interested in teaching than in research. (See Table I.)

The highest level of experience held by new faculty members showed variation from the previous year up, down, and the same.

The number of new faculty coming to the college with non-teaching experience dropped from 24% to 18%. This is somewhat balanced by an increase from 3% to 5% of new faculty with no previous teaching experience. These two categories reflect the strength of the vocational programs at the colleges. Faculty for these programs tend to draw from people in business or industry, with experience, who in many cases do not have any teaching experience. The percentage of people hired with no teaching experience remains low in the academic subject fields. Teachers of English and history, for example, are just not being hired unless they have ahd 4-7 years' experience teaching. (See Table I.)

Several categories remain fairly stable in comparing data from the last six years of the study. New faculty whose experience was limited to being a research assistant remained at 1%. New instructors with community college intern or practice teaching experience was the same as for two other years, at 3%. New faculty with experience in tutoring or private teaching also remained at 3% of the total. (See Table I.)

Former teaching assistants hired did a surprising drop from 9%, to which it had steadily climbed from 4.1% in 1967. In the seventh year of this study it dropped back to 4% again. One possible explanation could be that persons with more extensive experience than a TA were hired because they were available.

More former elementary teachers were hired. This has been a small rise over former years. Since more special education is being taught by people with degrees in education, it may be that more experienced elementary teachers are being hired to fill these slots. Eighteen elementary teachers were hired (3%) and 22 positions in Special Education were filled in the colleges reporting.

Faculty who were experienced at secondary schools (at least nine months full-time) dropped again for the seventh year to 16%. Deans commenting on this trend away from employing experienced secondary teachers perceive this as evidence that there is a sufficient supply of experienced community college instructors to meet their needs. They also see the historical ties between the K-12 and the old junior colleges as being broken. Men's physical education and the trade-technical programs still employ a high percentage of experienced secondary teachers. (See Table I.)

Experienced community college faculty doing musical chairs, moving from one community college to another, continued the long-term rise to a new high of 31%. This started in 1967, when 19% of the new faculty came from other community colleges. This preference for experienced community college instructors is due in no small part to the uniqueness of the teacher who has experienced the community college scene. The community college's search for a unique identity seems to have been accomplished. (See Table I.)

Finally, when looking at experience as a factor in staffing, those new instructors with experience from four-year colleges or universities rose slightly to 16% from the 15% of 1972-73. Deans of instruction comment that they now look with suspicion at both the experienced secondary and four-year college teacher. They feel that teaching at the community college is quite different in its approach to students and curriculum. That is why they make such a strong plea for preservice training for community college staff and faculty.

The principal subject field teaching areas to which new faculty were assigned, expressed as a percentage of the total is shown in Table II. The Health Services, mainly the nursing programs, showed the most marked increase, from 5.9% in 1967 to 16% for the academic year 1973-74. All of the nursing programs have long waiting lists of students who want to take the training.

Most of the liberal arts programs are running lower in student demand, which in turn produces an oversupply of employed and unemployed teachers of foreign languages, the social sciences, and English. Many tenured instructors in community colleges are teaching in their secondary teaching fields. This picture may improve in a few years when large numbers of the faculty in the older colleges will be retiring.

TABLE I

Academic Preparation, Experience Level and Geographical Source of New Full-Time Instructors in the Public and Private California Community Colleges (1967-1974)

Year	Total# new fac'y	Recruit from Calif.	Recruit fr.out-side CA	Less than MA	New MA	MA one or more yr old	Doc-tor-ate	No prev. tchg	Non tch prof. exper.	Res. Asst	Tch. Asst.	Comm. Coll Int.pr. tch.	Elem tch. exp.	Second tch exp	Comm. Coll. tch exp.	4-yr coll. tch. exp.
1967-68	1310	%	%	21.2%	21.5%	54.2%	3.1%	8.8%	11.0%	.5%	4.1%	3.3%	1.9%	35.8%	19.0%	15.1%
1968-69	1578	87.0	13.0	18.0	22.0	56.0	4.0	7.0	11.0	1.0	4.0	3.0	2.0	34.0	19.0	19.0
1969-70	1781	91.0	9.0	20.0	26.0	49.0	5.0	7.0	12.0	.5	4.0	2.0	2.0	31.5	22.0	19.0
1970-71	1646	92.0	8.0	19.6	18.7	56.8	4.9	7.2	10.3	.4	5.2	2.4	1.8	24.4	[illegible]	18.2
1971-72	1429	92.0	8.0	22.3	21.7	50.0	6.0	5.8	15.6	.7	5.9	3.0	1.7	20.3	27.0	20.0
1972-73	827	91.0	9.0	26.0	12.0	55.0	7.0	3.0	24.0	1.0	9.0	2.0	2.0	17.0	26.0	15.0
1973-74	732	91.0	9.0	28.0	17.0	48.0	7.0	5.0	18.0	1.0	4.0	3.0	3.0	16.0	31.0	16.0

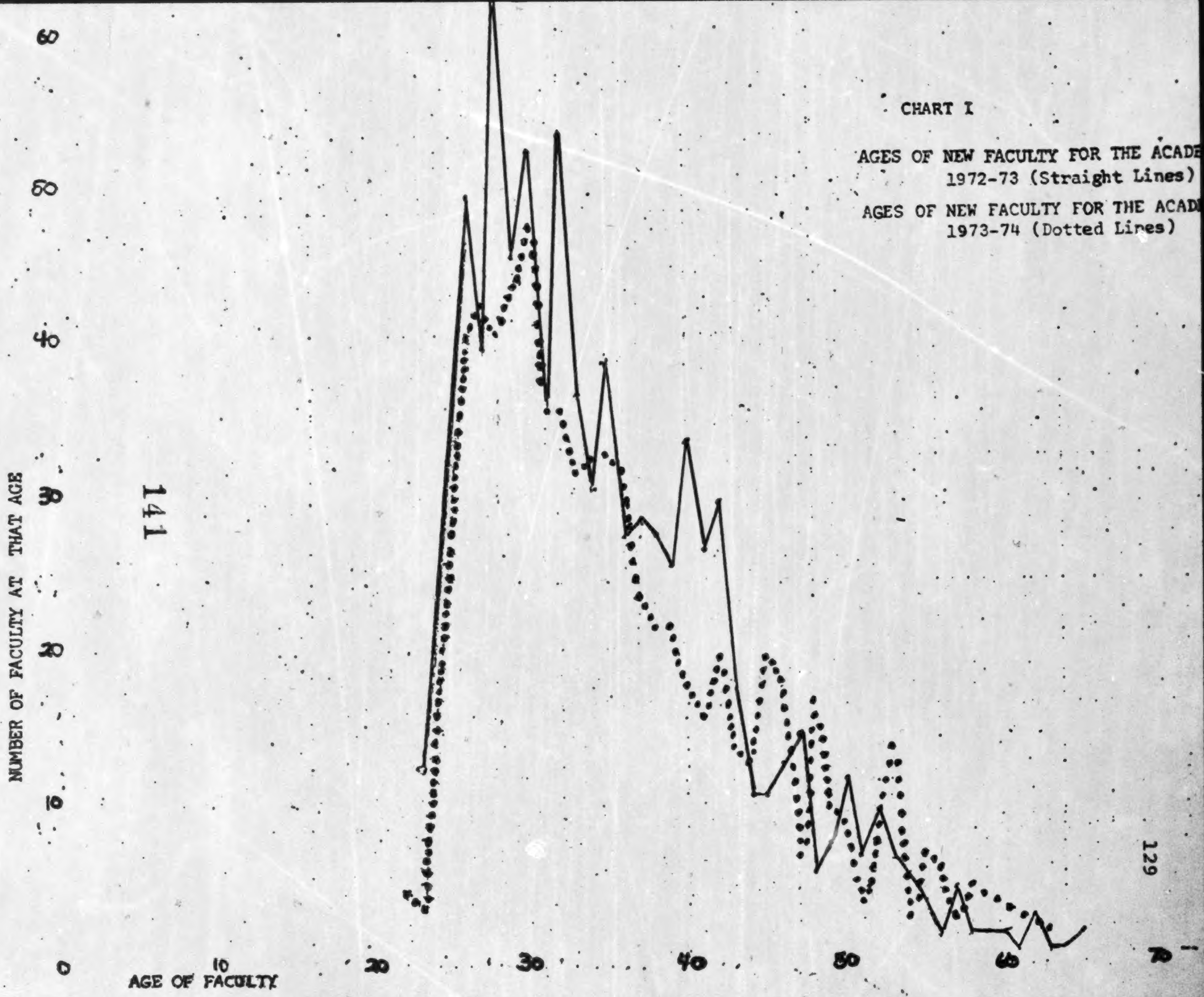
TABLE II

Principal Subject Field Teaching Areas to which new faculty were assigned (expressed as a percentage of the total) in California Public and Private Community Colleges (1967-74)

Year	Business	English & Speech	Nursing	P.E.	Natural Science	Social Science	Voc. Tech.	Counselling	Public Personnel Serv.
1967-68	7.5%	12.0%	5.9%	8.2%	8.8%	9.5%	9.8%	5.0%	
1968-69	8.7	14.7	5.7	8.9	9.4	8.0	7.5	6.9	
1969-70	7.2	16.3	5.7	7.2	8.8	11.6	9.5	5.2	
1970-71	6.9	13.3	6.9	6.9	7.6	10.6	9.2	6.1	
1971-72	6.9	12.6	7.6	5.2	7.9	12.2	7.6	6.9	
1972-73	7.0	10.5	13.0	5.0	9.5	10.0	9.0	5.5	8.0
1973-74	8.0	7.0	16.0*	4.0	8.0	9.0	8.0	3.0	7.0

*Includes All Health Services

CHART I


AGES OF NEW FACULTY FOR THE ACADE
1972-73 (Straight Lines)
AGES OF NEW FACULTY FOR THE ACAD
1973-74 (Dotted Lines)
NUMBER OF FACULTY AT THAT AGE
60
50
40
30
20
10
0
10
20
30
40
50
60
70
AGE OF FACULTY

APPENDIX B

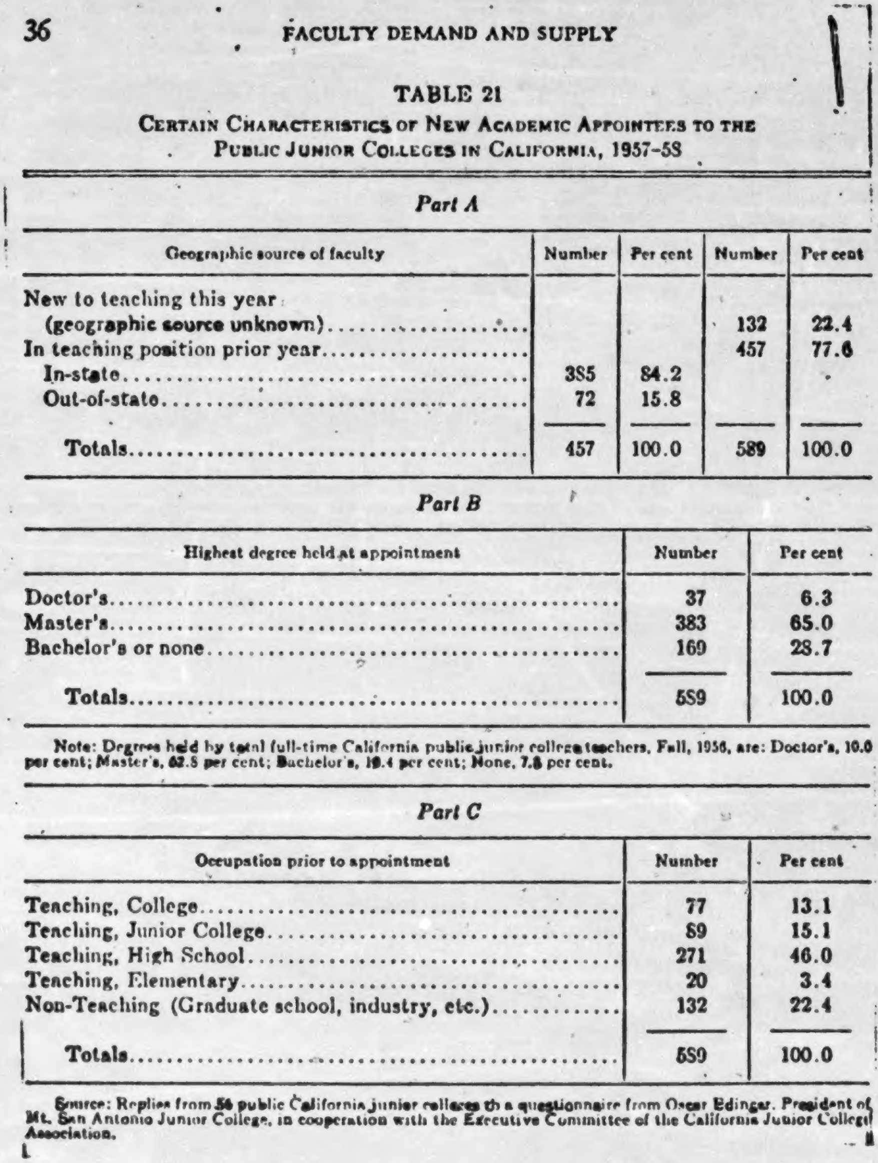


TABLE 21

CERTAIN CHARACTERISTICS OF NEW ACADEMIC APPOINTEES TO THE PUBLIC JUNIOR COLLEGES IN CALIFORNIA, 1957–58

Part A

Geographic source of faculty	Number	Per cent	Number	Per cent
New to teaching this year (geographic source unknown)			132	22.4
In teaching position prior year			457	77.6
In-state	385	84.2		
Out-of-state	72	15.8		
Totals	457	100.0	589	100.0

Part B

Highest degree held at appointment	Number	Per cent
Doctor's	37	6.3
Master's	383	65.0
Bachelor's or none	169	28.7
Totals	589	100.0

Note: Degrees held by total full-time California public junior college teachers, Fall, 1956, are: Doctor's, 10.0 per cent; Master's, 62.8 per cent; Bachelor's, 19.4 per cent; None, 7.8 per cent.

Part C

Occupation prior to appointment	Number	Per cent
Teaching, College	77	13.1
Teaching, Junior College	89	15.1
Teaching, High School	271	46.0
Teaching, Elementary	20	3.4
Non-Teaching (Graduate school, industry, etc.)	132	22.4
Totals	589	100.0

Source: Replies from 56 public California junior colleges to a questionnaire from Oscar Edinger, President of Mt. San Antonio Junior College, in cooperation with the Executive Committee of the California Junior College Association.

APPENDIX C

COPY OF LETTER TO COLLEGE FROM CJCA

September 7, 1973

Mr. ________
Dean of Instruction

Dear ______:

For several years now, your college has been supplying the California Junior College Association with data in chart form which identifies certain characteristics of newly employed full-time faculty.

From these data, statewide changes in employee characteristics have been recorded and reported back to you in annual report on "Staffing Patterns." This information has been collated for the past six years.

These reports, as presented, leave out the important dimensions of the "why?" and "so what?" in employment patterns. In an effort to fill in the gaps in these important areas, we are going one step further in this year's study. Your college has been selected as one of 15 California public community colleges whose staffing patterns roughly follow the staewide trends for the academic year 1972-73.

With your cooperation and at your convenience, we would like to ask that our consultant, Mr. Tom Phair, who has been doing this study for us over the years, meet with you on your campus. It is expected that the completion of the interview, including a questionnaire and your verbal comments, would not take longer than one-half hour.

Your 100% response to this project in the past has enabled the Association to provide data which we hope has been helpful to your institution. In addition, we have received over 250 written requests for the study results this past academic year.. These requests have come from all over the United States.

You will be contacted soon by Tom Phair, Office of Educational Career Services, University of California, Berkeley, seeking your cooperation and help in this project.

Sincerely

(Lloyd E. Messersmith)

APPENDIX D

Questionnaire

Administrative Instructions

1. Please look back at your new full-time faculty selected over the past six years and select the predominant reasons as you perceive them for the change in characteristics of new faculty, or indicate your perceived reason for the shift in characteristics. Indicate other reasons numerically in a descending order of importance with their implications as appropriate. Leave blank those reasons that do not apply.

2. Consider the implications of your stated reason to explain these trends as they might influence the program, planning and operation of your college for the present and the next 5 years. Implications in any of these areas?

   a. Curriculum
   b. Professional staff development
   c. Staffing procedures or recruitment
   d. Finance
   e. Campus or district expansion planning
   f. Student personnel services

Questionnaire

1. The increased number of new full-time faculty hired who have a doctorate (3.1 in 1967 to 7% in 1972) is due to:

a.____Preference for the doctorate over the M.A. or B.A. degree as better prepared academically.

b.____Like a few Ph.D.'s around for prestige purposes.

c.____The faculty want more Ph.D.'s.

d.____We are not as defensive against the doctorate as we were 6 years ago.

e.____Competition for the few faculty positions is so keen that candidates with a doctoral degree force themselves into primary consideration (less position vacancies at 4-year colleges).

f.____Doctorates these days are more oriented to the comprehensive community college concept than 6 years ago.

g.____Doctorates with interdisciplinary degrees are more acceptable than they were 6 years ago.

h.____We can afford a doctor in a specific field which we could not do 6 years ago (Place on salary scale).

i.____The percentage change is negligible and of no significance at our college.

j.____In view of the uniqueness of the community college, and all other things being equal, we would prefer a person with a Ph.D.

k.____In spite of this increased percentage we seem to be moving away from traditional academic approaches.

l.____For our college, our experience is:___________

____

____

m.____I see this trend to indicate to me that we are moving in this college to:

____

____

2. Our new faculty with a doctorate were motivated to seek a position at our college because:

a.____Economic advantages.

b.____More interested in teaching that research.

c.____Could not secure a position in a 4-year college or university.

d.____The geographical location was more important than the job.

e.____Sold on the philosophy of the comprehensive community college.

f.____See the position at a community college as the next logical step in a career pattern.

g.____Encouraged to apply by our staff and faculty.

h.____Needed teaching experience in order to move into administration at a later time.

i.____None of the above are really relevant.

j.____The reason, I believe, is:____________________

____

k.____The implications for our college of the choices indicated above are:

____

____

3. The increased employment of new full-time faculty with less than an M.A. degree (18% in 1968 to 26% in 1972) is due to:

a.____Increase in the paraprofessional and vocational-technical program students at our college.

b.____Decrease in the academic programs which normally require an M.A. degree.

c.____They are usually lower on the salary scale and this means budget savings.

d.____Preference for faculty drawn from the "real world of work," and these usually do not have the higher degree.

e.____Preference for faculty drawn from the local area who may not possess a higher degree of M.A. or a doctorate.

f.____Other reasons are: ____________________________

____

g.____One of the implications is that the academic level of preparation of our faculty could be progressively lowered if this trend continues.

h.____Other or different implications could be:

____

____

4. The decrease in new faculty recruited who had prior teaching experience in secondary schools (35.8% in 1967 to 17% in 1972) is due to:

a.____Sufficient supply of experienced community college instructors available for assignment to our college, and they are the preferred candidate.

b.____The historical ties between secondary and the old junior colleges located in the same district are broken.

c.____The high school teacher no longer meets the desirable image for an instructor at our college.

d.____The experienced high school teacher is too expensive for our budget.

e.____High school teachers are not innovative or flexible enough to meet our teaching needs.

f.____We can hire better trained and experienced faculty from other sources.

g.____The high school teacher is more academic subject matter oriented and not as usable in a comprehensive community college with its heavy emphasis on paraprofessional and vocational-technical programs.

h.____The local high school teacher is no longer as interested in teaching at a community college.

i.____We prefer younger faculty who can relate to our students and turn them on.

j.____None of these seem to apply, but I think this, or these, are the reasons:

____

____

k.____If any of "a" to "i" are correct, the implications for future planning at our college would seem to be these:

____

____

5. The decrease in new faculty recruited direct from graduate school (21.5% in 1967 to 12% in 1972) with a new M.A. degree is perceived to be due to:

a.____They lack teaching experience.

b.____They lack work experience.

c.____They are too young.

d.____They lack training in the philosophy of the community college and an understanding of the students who attend.

e.____They are too extreme in some of the things they say or do.

f.____They do not command the respect of our students.

g.____Oversupply of available persons to employ who match in characteristics of our present faculty.

h.____Others are: ________________________________

____

i.____The implications of "a" to "h" for our college are: ________________________________

____

6. The increase in selection of new faculty with non-teaching experience (11% in 1967 to 24% in 1972) is primarily due to:

a.____Tap into the resources of the service area of the community college district for experts in business, industry, and the professions.

b.____They are cheaper to hire.

c.____They have a more pragmatic approach to teaching which appeals to more students at our college.

d.____They reflect the changing demands by students for classes oriented to the real world of work.

e.____They are generally older and more mature than those with only teaching experiences.

f.____An increase in vocational programs at our college.

g.____Others (please state): ________________________

____

h.____The implications of "a" to "f" for our college are: ________________________________

____

7. The increase in the number of women hired to fill staff positions is perceived as primarily due to:

a.____Strength of Women's Liberation Movement.

b.____Pressures from our faculty.

c.____Pressure from our administration.

d.____Pressure from our Board of Trustees.

e.____Pressure from the community.

f.____Dedication to an Affirmative Action Program in hiring minorities.

g.____Just happened that more qualified women were available for selection.

h.____We select the best person for the classroom regardless of other pressures.

i.____Other (please state):________________________

____

8. Is the statewide trend to increase racial minority hiring of new full-time faculty reflected in your college during the past three years? (For the academic year 1972-73, 6% Blacks, 9% Chicanos, 3% Asians and 1% Native Americans were reported by the California Community Colleges identifiable as new full-time faculty.)

____yes ____no

9. If "yes" to question 8 on racial minority hiring at your college, do you perceive this trend as:

a.____Satisfactory progress for your college.

b.____Insufficient effort is being made to achieve a balance equal to the percentage of racial minorities present in the population of California.

c.____Base our selection on factors other than affirmative action in hiring racial minorities.

d.____Adhere to FEPC regulations.

e.____Establish a quota to be followed in hiring racial minorities.

f.____Other perceptions (please state):____________

____

10. The reduction by 40% in the number of full-time faculty hired in 1972 is perceived at our college as being caused by:

a.____High retention rate of currently employed faculty (973% for 1972 and 1973, statewide average).

b.____Few retirements by current faculty.

c.____Job satisfaction on the part of current faculty.

d.____Lack of available position vacancies elsewhere.

e.____Increased hiring of part-time faculty at the hourly rate as an economy measure.

f.____Class sizes have been increased.

g.____Teaching load has been increased.

h.____Drop in average daily attendance.

i.____Part-time instructors teaching more classes.

j.____Administration teaching classes or more classes.

k.____Move towards stabilization of the ADA.

l.____Other reasons (please state):______________

____

11. What reasons would you give for the lowering of the average age of new faculty over the past three years from 33.5 to 30.5?

____

____

12. Of the faculty who were separated for cause over the past few years, what were the dominant reasons?

a.____Misconduct, not of an academic nature.

b.____Professional incompetence.

c.____Inadequate academic preparation.

d.____Inadequate vocational-technical preparation or experience.

e.____Health.

f.____Other (please state): ______________________

____

13. Do you see any overriding implication for future planning at your college of these trends and the reasons you have perceived for them?

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